North Dakota
Campus Locations
– Bismarck
– Fargo/Moorhead

Inside this catalog
– Programs of Study
– Course Descriptions
– College Policies
– Administration
– Faculty & Staff

Effective January 1, 2008.
This edition replaces previous editions.

Additional Campus Locations
Ocala, FL • Pasco County, FL • Rockford, IL
Brooklyn Park, MN • Eagan, MN • Eden Prairie, MN
Lake Elmo/Woodbury, MN • Mankato, MN
St. Cloud, MN • Green Bay, WI
Mission

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

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

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

Purposes

To accomplish our mission, Rasmussen College has established these purposes:

1 Educational Excellence: Rasmussen College creates a teaching/learning community that is challenging, stimulating, and student-focused. This is accomplished through an integrated system of accessible resources, interactive classes, and a rigorous curriculum.

2 Learning Environment: Rasmussen College provides learning opportunities in an environment of mutual respect in an unbiased atmosphere that prepares students for challenging careers and lifelong learning.

3 Professional Development: The institutional culture of Rasmussen College provides and supports ongoing opportunities for professional growth for students and employees, preparing well-rounded individuals who contribute to our global community.

4 Modern Technology: Rasmussen College supports the use of modern technology as a tool to enhance student learning and enrich the classroom environment as well as empower students to adapt in an ever-changing workforce. The College is committed to student development through the implementation of virtual classrooms utilizing the online learning modality.

5 Service to Communities: Rasmussen College creates and maintains a collaborative community where students, employees, business, industry, professional associations/communities, and other institutions of higher learning benefit from shared knowledge and experience.

6 Assessment and Planning: Rasmussen College students, both residential and online, engage in an active assessment program that evaluates student learning, effective teaching, and institutional progress. The information gathered assists the College as it formulates long and short-range plans, anticipates challenges, and strives to meet the goals of the institution.
Over a century of leadership and innovation.

Rasmussen College was founded more than a century ago to meet the needs of the growing business environment. While the mission statement has changed, the College’s philosophy has stayed the same: Provide students with the knowledge and professional confidence necessary for tomorrow’s leaders.

In 1900 Walter Rasmussen, the founder of Rasmussen College, identified a need for career-focused education in downtown St. Paul, Minnesota. Business owners required skilled office professionals with secretarial and accounting proficiency. With little delay, Rasmussen graduates were available to step into the professional world and provide the support and expertise needed by businesses.

Over the next century, Rasmussen College expanded to five locations to serve the needs of the state of Minnesota. In 2003, Rasmussen College partnered with an online-education provider to include fully online programs. Since then, Rasmussen College has added campuses in Brooklyn Park and Lake Elmo, Minnesota; Rockford, Illinois; and Green Bay, Wisconsin. It has added four new campuses through its mergers with Aakers College in North Dakota and Webster College in Florida. Rasmussen College now operates campuses in 5 states. It offers more than 40 programs in areas such as business, criminal justice, technology and design, and allied health. Through all these changes, Rasmussen has maintained its original passion for and dedication to providing high-quality education to its students, and skilled graduates to local employers.

Board of Directors

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Rasmussen College is accredited by The Higher Learning Commission, and is a member of The North Central Association of Colleges and Schools.
CHIP S is an acronym for our values: Community, History, Integrity, Placement, and Service. CHIPS embodies what the Rasmussen College experience is all about, and why it’s not just an ordinary education.

What does CHIPS mean for you, our student?
It means a personal, service-oriented, quality education that’s designed to help you succeed - in the classroom and beyond.

Here are some questions to ask when selecting a college, so that you can make the best decision regarding your future career.

COMMUNITY
• What is your average class size?
• Do you have online interaction… such as a portal, student profiles, and message boards?
• How many employers do you interact with on a regular basis in order to help graduates find jobs?
• How else does the college interact with the local community?
• Are your instructors, staff, and students on a first name basis?
• Does your campus have lab hours during non-class times so I can complete my projects?
• Is there an open-door policy at this college?

HISTORY
• When were you founded? How long have you been in business?
• What’s the history of this college? How did you get started?
• Where was your first campus located? Where do you currently have campus locations?
• How many students have graduated from this college?
• How long have you offered online classes?

INTEGRITY
• Are you accredited?
• Is your accreditation national or regional?
• Do you allow students to participate in evaluation of their instructors and overall educational experience?
• How do you decide which new programs to offer? Who helps you develop them?

• Do you help graduates develop a portfolio of work samples that can be used to demonstrate career competencies to potential employers?

PLACEMENT
• Do you have a full-time career placement office?
• Does your Career Services Office receive job postings from local employers?
• What is your placement rate?
• Do you assist with resume, cover letter, and reference preparation?
• Do students have the opportunity to participate in practice interviews prior to graduation?
• Do you offer long-term placement assistance for graduates?
• Do you offer career placement assistance nationwide?

SERVICE
• Do you offer 24/7 assistance for students?
• Do you offer no-cost tutoring for both online and on-campus students?
• Do you offer assistance with researching and applying for financial aid?
• Do you assist new students with gathering transcripts and other necessary items during the application process? Are you available for questions throughout this time?
• Does your college have a library and an on-site librarian?
• Do you offer technical support on-site and online?
• Are you open evenings and weekends?
### Campus and Classroom Life

As a Rasmussen student, you are our first priority: your education; your positive experience; your achievements, and your dreams. We understand the challenges you face in meeting your career goals while balancing family life, activities, work, budgets, and schedules.

We know it’s hard to pursue career options and still keep your personal commitments intact. We respect your values and support you with a campus environment that meets your needs.

**Class Sizes**

You’ll be in classes averaging 15 to 25 students who have similar interests, lifestyles, and pursuits. Small class sizes make learning more personal, with individual attention from the instructor and opportunity to share experiences with other students.

**Round the Clock Personal Support Center**

The 24/7 Personal Support Center operates continuously to help when you need it. Whether it’s tutoring, research problems, computer services, or information about coursework, someone is always standing by to offer direction.

**The Rasmussen Community**

Students say the support of the Rasmussen community is one of the College’s best assets. Faculty and administration are accessible and eager to help. Students encourage each other through a spirit of giving and sharing that makes Rasmussen much more than just a quality education.

Our focus is on you, the student, from your first call to the Admissions Office, to your success 15 years from now. Upon graduation, you’ll become a member of our Alumni Association, which offers ongoing career placement and networking opportunities with other Rasmussen alumni.

### New Facilities

Rasmussen is dedicated to providing a quality, hands-on education with day, evening, and online programs to be taken at your convenience, letting you live life on your schedule. Our commitment to progress and growth has led to expansion, offering even more opportunities for students. This continuing growth means that new campuses, premium academic resources, and up-to-date technology and equipment will be available to help you succeed in your classes and in your new career.

### Online Support and Services

Rasmussen supports and guides you all the way with resources to help in your study: high-tech computer labs; an intranet that offers access to libraries, research, databases, and specialized websites; on- and off-site learning programs; and the 24-hour Personal Support Center.

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### Career Advice and Assistance

At Rasmussen College, we make your career success our business, and prepare you well to get a job in your chosen field. Employers know that Rasmussen graduates not only have the professional training and hands-on experience to perform their chosen skills, they also have the confidence to excel in today’s business world.

**Personalized Service**

Going back to college isn’t just about finding another job, it’s about moving to the next level in your career and finding a great job that challenges and fulfills you. Rasmussen personnel are focused on your individual needs and challenges as you look towards graduation and advancing your career. On each campus there is at least one professional Career Services Advisor to assist you in figuring out where you should go next with your career. Your relationship with Rasmussen doesn’t end when you walk out our doors with your degree in hand. As a graduate you are entitled to comprehensive career services at any time throughout your career.

**Preferred Employer Program**

Rasmussen College is committed to facilitating job placement. We partner with employers in the community through our Preferred Employer Membership program. Preferred Employers are committed to hiring Rasmussen College graduates. Our Career Services Advisors match qualified students with potential employers and the details of their company’s job openings.

**Online Support**

We have a vast online library of career support services that you can access anytime, whether you’re a current student or a graduate. You’ll find the best links to job postings, career statistics, resume help, setting goals, and tips for making a good impression on prospective employers.
Rasmussen College Online

A job, family, and active lifestyle are important values. You want to explore a new career, or advance further in your current career, but how do you find the time to fit school into your busy schedule? The answer is Rasmussen College Online.

Flexible Scheduling
You can get a complete Rasmussen quality education, at your own pace and in your own time. Our resources allow you to benefit from a Rasmussen education, no matter where you live or when you can go to school. Take your online class when it’s convenient for you, day or night.

Innovative Programs
The progressive programs offered through Rasmussen College Online are the same as those offered on campus. Online students have access to the same level of student services offered to on-campus students, including the 24/7 Personal Support Center, tutoring, and job placement assistance.

Online students complete assignments and activities using chat, email, message boards, and interactive websites.

Certified Faculty
Our instructors are highly trained and certified for online teaching. They use standardized syllabi to ensure that programs are consistent. Faculty is readily available by phone or email to answer questions and provide direction.

Online Support Services
Rasmussen College Online offers a host of support services to help you succeed in learning online.

Student Services Coordinator
- The goal of the Student Services Coordinator is to help you with whatever you need to ensure that you graduate on time. Whether it be assistance with the online learning platform or introducing you to various online resources, their focus is on you and your success.

Career Services Advisor
- From day one as a Rasmussen Online Student, your Career Services Advisor will work with you to help you graduate with your dream job in place. With nationwide focus, they can help you wherever you live.

Financial Aid Representative
- Navigating the world of financial aid is complex and challenging. Your Financial Aid Representative will help you through the maze and make sure that you receive all eligible funding.

Technical Solution Team
- Around the clock support is always available to answer any technical questions that come up as you do your coursework. Our Technical Solution Team is in place to serve you and make your experience online excellent.

Library Services
- All the resources and assistance you come to rely on at a physical library are available to you through Rasmussen College Online. Our Library Services Team gives you the direction and advice to optimize your team and keep you working efficiently.

Tutoring
- You have questions and need help, and our Tutoring Services are available online to give you the answers and assistance you need.

Consistent Learning Platform
We have developed coursework using our unique online software platform that is intuitive and ensures consistency across the College. All the coursework you’ll need is on the Internet. Each course is set up in the same manner so you won’t have to learn the format for instruction every time you take a new class. Students may participate from home, work, school, the public library, or anywhere there is Internet access.

High Quality Education

Rasmussen is accredited by a number of organizations that honor the standards of academic excellence and vitality maintained by institutions of higher learning.

What this means is that you have the assurance of receiving a quality education from a staff of dedicated instructors and administrators who are here to help you succeed in your chosen field. Whether you’ve been out of school for two years or twenty, our commitment to your future is lifetime.

Regional Accreditation
Accreditation means that a college meets the needs of students, as well as the criteria and requirements set by the accrediting organization.

Rasmussen College made the transition from national to regional accreditation in 2001 to ensure quality education for its students.

Regional accreditation places significant requirements on the receiving institution, but it enables students to transition more easily from one accredited school to another. During this time the College added four more deans to its campuses, and faculty members with master’s degrees or higher jumped from 50% to 70%.

Rasmussen College is registered with the Minnesota Office of Higher Education and authorized by the North Dakota State Board for Career and Technical Education.

Benefits of Regional Accreditation
A major benefit to students who graduate from a regionally accredited institution is that when considering the transfer of credits, other institutions often use accreditation status as part of the transfer decision. In other words, should you decide to pursue your education further after graduating from Rasmussen, credits may be much easier to transfer to the college of your choice.

In addition, many employer tuition reimbursement plans require that a student attend a regionally accredited school for full reimbursement. These plans can help significantly with the costs of going back to school.

Articulation and Consortium
Rasmussen College has developed articulation and consortium agreements to maximize the transferability of college credit between institutions, thereby meeting the educational goals of students in a timely manner.

The College’s status as a regionally accredited institution of the Higher Learning Commission greatly increases the likelihood of credit transfer from Rasmussen to other academic institutions. Specific agreements detailed in transfer guides are available to assist students as they determine their course of study.

100 Years of Excellence
Rasmussen has served over 100,000 students in its 100-year history. Students comment that they were well prepared to meet the demands of their new careers through the practical experience, hands-on training, classroom discussions, and independent thinking they explored at Rasmussen. Take charge of your future and see what Rasmussen can offer.
Enrollment Procedures

You've already taken the first big step by scheduling your campus visit and meeting your admissions representative.

Our admissions professionals can now help you explore the various options that best meet your goals, interests, educational needs, and work or activities schedule. Your team will help you find the learning program, location, and coursework that are right for you.

When you've chosen the option that best meets your needs, you can apply for admission by submitting the following:

- Application Form
  (Apply early for best class choices and scholarship opportunities.)
- $60 fee for entire program or $20 per course
- An attestation of high school graduation or equivalency
- College placement exam results
- Required credentials for foreign students, including TOEFL test score of 500 paper-based or 173 computer-based, plus first quarter tuition.

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 attend an orientation session a week or two before classes start. This required session is an opportunity to learn College policies and course scheduling, buy textbooks and supplies, and meet other students.

Picking a Start Date

2008 Academic Calendar

- **2008 Spring Quarter**
  April 7 through June 22
- **2008 Early Summer Quarter**
  May 12 through June 22
- **2008 Summer Quarter**
  July 7 through September 21
- **2008 Early Fall Quarter**
  August 11 through September 21

College Holidays

- New Year's Day
- Martin Luther King, Jr. Day
- Memorial Day
- Independence Day
- Friday prior to Labor Day (Employee Appreciation Day)
- Labor Day
- Veterans Day
- Thanksgiving Day and the following Friday
- Christmas Day
Each campus has a professionally staffed financial aid department designed to help you apply for federal, state, and private assistance. The primary purpose of financial aid is to help students who otherwise would not be able to attend a post-secondary institution 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. 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 may be obtained through the Career Services office to help cover living expenses.

### Tuition Rates

Tuition rates at Rasmussen College vary by program and by the number of credits taken per quarter. Please see the Tuition Structure in the Policies section for complete information.

### Primary sources of Financial Aid and how to apply.

<table>
<thead>
<tr>
<th>Program</th>
<th>Type of Award</th>
<th>Amount Per Year</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gift Aid</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal Pell Grant Program</td>
<td>Grant based on financial need.</td>
<td>$400 - $4310</td>
<td>Free Application for Federal Student Aid (FAFSA)</td>
</tr>
<tr>
<td>MN State Grant</td>
<td>Grant based on financial need and the student’s individual tuition and fees. Must be an undergraduate student with MN residency. Student is notified by the College regarding eligibility.</td>
<td>2 year Degrees $100 - $6,488* (The maximum award for Pell + State combined is $6,488) 4 year Degrees $100 - $8,498* (The maximum award for Pell + State combined is $8,498)</td>
<td>Free Application for Federal Student Aid</td>
</tr>
<tr>
<td>Federal Supplemental Educational Opportunity Grant (SEOG)</td>
<td>Grant based on financial need awarded by the institution. Notification is made by the College regarding eligibility.</td>
<td>$100 - $4,000, based on availability</td>
<td>Free Application for Federal Student Aid – Awarded by the College</td>
</tr>
</tbody>
</table>

| **Employment** | | | |
| MN State Work Study | Part-time jobs on campus or at local non-profit agencies. Based on financial need and skill level for positions available. | Varies | Free Application for Federal Student Aid – Awarded by the College |
| Federal Work Study | Same as State Work Study. | Varies | Free Application for Federal Student Aid – Awarded by the College |

| **Federal Loan Programs** | | | |
| Federal Subsidized Stafford Loan Program | Payment deferred until six months after student leaves college or attends less than half time. Need-based calculation. | 1st Year - $3,500 2nd Year - $4,500 3rd Year + - $5,500 | Free Application for Federal Student Aid and Promissory Note processed through College and Lender |
| Federal Unsubsidized Stafford Loan Program | Principal and interest may be deferred until after student leaves college or attends less than half-time. | Same as subsidized limits. Independent students may be eligible for additional amounts of: 1st & 2nd Year - $4000 3rd Year + - $5000. | Free Application for Federal Student Aid and Promissory Note processed through College and Lender |
| Federal Parent Loan for Undergraduate Students (PLUS) | For credit-worthy parents of dependent undergraduates. | Up to college cost of attendance. | PLUS application and Promissory Note processed through College and Lender |
| **Minnesota State Loan Programs** | | | |
| Student Educational Loan Fund (SELF) | Supplemental, variable interest rate loan, allows deferment of principal while in college, requires credit-worthy co-signer. | $7,500 per grade level | SELF application processed through College and the Higher Education Services Office |

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

Grade Point Achievement Scholarships
If you are like most students, you don’t have a pile of cash lying around to pay for college. So you’ll be glad to know that based on your high school cumulative GPA, Rasmussen College offers scholarship opportunities up to $10,000 for incoming freshmen. Below is a quick look at the available Grade Point Achievement scholarships. Ask your Admissions Representative for all the details and an application form.

Grade point average is based upon a 4.0 scale. Other grade point scales will be converted to a 4.0 scale to determine award.

Eligibility guidelines for the Grade Point Achievement Scholarships are as follows:
• Eligible students must be current year graduating seniors.
• Students must apply for and begin classes during the summer quarter, early fall quarter or fall quarter immediately following their graduation from high school.
• Awards are forfeited if attendance is discontinued or interrupted for Associate Degree seeking students. Bachelor’s Degree seeking students may interrupt attendance a maximum of 2 instances with each instance no more than one quarter and not more than once in any one calendar year.

Early Start Program
Rasmussen College is proud to offer select high-school seniors the opportunity to begin their professional career training early. The Early Start Program is designed to reward those who have a strong academic background and a desire to succeed.

Dollars for Scholars
Dollars for Scholars is a volunteer-operated community scholarship foundation. Managed by a Board of Trustees, Dollars for Scholars raises funds for local scholarships and makes awards to deserving local students. Dollars for Scholars programs are affiliate chapters of the Citizens Scholarship Foundation of America, Inc. As enrolled Collegiate Partners, Rasmussen College matches up to $500 Dollars for Scholars Awards per student. Total matching funds available from our Institution for Dollars for Scholars Awards is $30,000.

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

<table>
<thead>
<tr>
<th>Grade Point Average upon graduation is between:</th>
<th>You will receive the following Scholarship:</th>
<th>If you apply for admission prior to January 30, your award is:</th>
<th>If you apply for admission between January 30, and April 30, your award is:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.00 – 2.74</td>
<td>Success Award</td>
<td>Associates $1,000</td>
<td>$600</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelors $2,000</td>
<td>$1,200</td>
</tr>
<tr>
<td>2.75 – 2.99</td>
<td>Achievement Award</td>
<td>Associates $1,500</td>
<td>$1,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelors $3,000</td>
<td>$2,000</td>
</tr>
<tr>
<td>3.00 – 3.24</td>
<td>Silver Circle Award</td>
<td>Associates $2,000</td>
<td>$1,500</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelors $4,000</td>
<td>$3,000</td>
</tr>
<tr>
<td>3.25 – 3.49</td>
<td>Gold Circle Award</td>
<td>Associates $2,500</td>
<td>$2,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelors $5,000</td>
<td>$4,000</td>
</tr>
<tr>
<td>3.50 – 3.74</td>
<td>Platinum Circle Award</td>
<td>Associates $3,000</td>
<td>$2,500</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelors $6,000</td>
<td>$5,000</td>
</tr>
<tr>
<td>3.75 – 3.99</td>
<td>Director’s Award</td>
<td>Associates $4,000</td>
<td>$3,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelors $8,000</td>
<td>$6,000</td>
</tr>
<tr>
<td>4.00</td>
<td>President’s Award</td>
<td>Associates $5,000</td>
<td>$4,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelors $10,000</td>
<td>$8,000</td>
</tr>
</tbody>
</table>
Objective.
Graduates of this degree program know the concepts and skills necessary to find entry-level employment in the fitness industry. They have a basic understanding of anatomy, physiology, and kinesiology, and their relationship to exercise. They also know the relationship of nutrition to health and fitness. Graduates can perform health and fitness assessments and prescribe training and nutritional regimens for people with a variety of health and fitness needs. They value critical thinking, communication, and the well-being of their clients.

**EXERCISE SCIENCE AAS DEGREE**

*Standard Length of Program*  •  7 Quarters Full-Time  •  10 Quarters Part-Time

*Career Opportunities*  •  Personal Trainer  •  Fitness Instructor

**Foundation Courses**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B097</td>
<td>Foundations of English I</td>
<td>4</td>
</tr>
<tr>
<td>B098</td>
<td>Foundations of English II</td>
<td>4</td>
</tr>
<tr>
<td>B099</td>
<td>Foundations of Math</td>
<td>4</td>
</tr>
</tbody>
</table>

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

**General Education Courses**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>E124</td>
<td>English Composition</td>
<td>4</td>
</tr>
<tr>
<td>G141</td>
<td>Communication</td>
<td>4</td>
</tr>
<tr>
<td>G226</td>
<td>Humanities</td>
<td>4</td>
</tr>
<tr>
<td>G125</td>
<td>Introduction to Film</td>
<td>4</td>
</tr>
<tr>
<td>G201</td>
<td>Creative Writing</td>
<td>4</td>
</tr>
<tr>
<td>G230</td>
<td>Introduction to Literature</td>
<td>4</td>
</tr>
</tbody>
</table>

**Math/Natural Sciences** (2 required courses)

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA241</td>
<td>Human Anatomy and Physiology I</td>
<td>5</td>
</tr>
<tr>
<td>MA242</td>
<td>Human Anatomy and Physiology II</td>
<td>5</td>
</tr>
</tbody>
</table>

**Social Sciences** (Select 2 courses)

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>G122</td>
<td>World Geography</td>
<td>4</td>
</tr>
<tr>
<td>G123</td>
<td>Principles of Economics</td>
<td>4</td>
</tr>
<tr>
<td>G137</td>
<td>Introduction to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>G142</td>
<td>Introduction to Sociology</td>
<td>4</td>
</tr>
<tr>
<td>G243</td>
<td>Contemporary U.S. Government</td>
<td>4</td>
</tr>
</tbody>
</table>

**Major and Core Courses**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B136</td>
<td>Introduction to Business</td>
<td>4</td>
</tr>
<tr>
<td>D111</td>
<td>Computer Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>E150</td>
<td>Success Strategies</td>
<td>4</td>
</tr>
<tr>
<td>E242</td>
<td>Career Development</td>
<td>2</td>
</tr>
<tr>
<td>E3100</td>
<td>Introduction to Exercise Science</td>
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<tr>
<td>E5110</td>
<td>Fitness Theory and Assessment</td>
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<tr>
<td>E5200</td>
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<tr>
<td>E5220</td>
<td>Resistance Training Techniques</td>
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<td>E5230</td>
<td>Event Training Techniques</td>
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<tr>
<td>E5240</td>
<td>Exercise for Special Populations</td>
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<td>E5280</td>
<td>Exercise Science Capstone</td>
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<tr>
<td>M120</td>
<td>Medical Terminology</td>
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<td>MA125</td>
<td>Pharmacology for the Allied Health Professional</td>
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<tr>
<td>MT245</td>
<td>Kinesiology</td>
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<tr>
<td>MT246</td>
<td>Kinesiology II</td>
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<tr>
<td>PN105</td>
<td>Nutrition and Diet Therapy</td>
<td>4</td>
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**Electives** (Choose two, for 6 to 8 credits)

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>B233</td>
<td>Principles of Management</td>
<td>4</td>
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<tr>
<td>E5205</td>
<td>Nutrition for Exercise Science</td>
<td>4</td>
</tr>
<tr>
<td>E5225</td>
<td>Musculoskeletal Injuries</td>
<td>3</td>
</tr>
<tr>
<td>E5245</td>
<td>Exercise and Aging</td>
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<tr>
<td>E5250</td>
<td>Worksite Health Promotion</td>
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</tbody>
</table>

*Total Degree Credits 95-97*  

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

**Objective.**
Graduates of this degree program understand the healthcare system and communicate with the healthcare team. Students learn to perform a wide variety of entry-level tasks within a health-information department, to perform medical coding, analyze data, manage file room, and release medical information, and to combine technical knowledge with the ability to think critically and make informed decisions. They know medical terminology, medical coding, and the principles of quality management. Students value ethical and professional behavior in the workplace, and the confidentiality of patient information.

**Foundation Courses**
- **Number**
- **Course**
- **Credits**
- B097 Foundations of English I 4
- B098 Foundations of English II 4
- B099 Foundations of Math 4
- Students must either demonstrate mastery of the subject matter in Foundation Courses through a STEP placement exam or by successful completion of B097, B098, and/or B099.

**General Education Courses**
- **Number**
- **Course**
- **Credits**
- G124 English Composition (Required course) 4
- G141 Introduction to Communication 4
- G226 Speech 4
- G125 Humanities (Select 2 courses) 4
- G138 Introduction to Film 4
- M140 Basic ICD-9-CM Coding 4
- M140A Intermediate ICD-9-CM Coding 3
- M141 Ambulatory Care Coding 3
- M208 Introduction to Health Information Management 4
- M209 Medical Insurance and Billing 3
- M211 Quality Analysis and Management 4
- M218 Management of Health Information Services 4
- M223 Pathology I 4
- M224 Pathology II 4
- M229 Healthcare Information Technologies 4
- M230 Medical Law and Ethics 4
- M251 Medical Coding Practicum 1
- M252 Health Information Practicum 4

**Total Degree Credits** 93*

**Objective.**
Graduates of this diploma program learn to code healthcare data using ICD and CPT coding principles, and they learn how these skills contribute to other areas in the healthcare facility. Students know how to navigate a health record and abstract information necessary to correctly code the medical information. They know the correct use of medical language and terminology and the effective use of software packages available. Students learn the value of effective communication skills, ethical and professional behavior in the workplace, and the confidentiality of patient information.

**Foundation Courses**
- **Number**
- **Course**
- **Credits**
- B097 Foundations of English I 4
- B098 Foundations of English II 4
- B099 Foundations of Math 4
- Students must either demonstrate mastery of the subject matter in Foundation Courses through a STEP placement exam or by successful completion of B097, B098, and/or B099.

**Major and Core Courses**
- **Number**
- **Course**
- **Credits**
- D111 Computer Information Systems 3
- E150 Success Strategies 4
- E242 Career Development 2
- G150 Structure and Function of the Human Body 4
- M120 Medical Terminology 4
- M140 Basic ICD-9-CM Coding 4
- M140A Intermediate ICD-9-CM Coding 3
- M141 Ambulatory Care Coding 3
- M208 Introduction to Health Information Management 4
- M209 Medical Insurance and Billing 3
- M211 Quality Analysis and Management 4
- M218 Management of Health Information Services 4
- M223 Pathology I 4
- M224 Pathology II 4
- M229 Healthcare Information Technologies 4
- M230 Medical Law and Ethics 4
- M251 Medical Coding Practicum 1

**Total Diploma Credits** 59*

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

**Objective.**
This Diploma Program is also offered online.

**Foundation Courses**
- **Number**
- **Course**
- **Credits**
- B097 Foundations of English I 4
- B098 Foundations of English II 4
- B099 Foundations of Math 4
- Students must either demonstrate mastery of the subject matter in Foundation Courses through a STEP placement exam or by successful completion of B097, B098, and/or B099.

**Major and Core Courses**
- **Number**
- **Course**
- **Credits**
- D111 Computer Information Systems 3
- E150 Success Strategies 4
- E242 Career Development 2
- G150 Structure and Function of the Human Body 4
- M120 Medical Terminology 4
- M140 Basic ICD-9-CM Coding 4
- M140A Intermediate ICD-9-CM Coding 3
- M141 Ambulatory Care Coding 3
- M208 Introduction to Health Information Management 4
- M209 Medical Insurance and Billing 3
- M211 Quality Analysis and Management 4
- M218 Management of Health Information Services 4
- M223 Pathology I 4
- M224 Pathology II 4
- M229 Healthcare Information Technologies 4
- M230 Medical Law and Ethics 4
- M251 Medical Coding Practicum 1

**Total Diploma Credits** 59*

* Credit totals do not include Foundations of English I/II or Foundations of Math. These courses may be required of some students based upon placement examinations.
Graduates of this program acquire professional skills in administrative and clinical areas. Working under supervision of physicians or nurses, graduates with this degree will be able to assist by administering injections, performing venipuncture, measuring vital signs, performing CLIA-waived laboratory tests, as well as with front-office duties such as scheduling appointments, billing, bookkeeping, and health-insurance preparation.

The completion of this comprehensive program allows opportunities for the student to work in a medical clinic, physician group practice, or prompt-care setting, and guides student preparation for success in the classroom, workplace, and for national certification.

**Objective.**

The Medical Laboratory Technician AAS degree program is designed to equip students with technical and critical-thinking skills necessary to obtain meaningful employment in the healthcare industry. Graduates of the program will know essential terminology for their profession and safety standards for the industry. They will possess the skills to operate and maintain equipment in the medical laboratory, collect and analyze specimen samples for diagnosis, and assist members of the healthcare team in delivering service to patients. Graduates of this program will value the importance of the safety and confidentiality of patients and other technicians in the laboratory, and the significance of their contribution to the community through ethical decision-making and caregiving. Students do not have to pass any external certifications or licensure examinations to receive the AAS degree.

**MEDICAL OFFICE MANAGEMENT AND CLINICAL PRACTICE AAS DEGREE**

**Standard Length of Program**  • 6 Quarters Full-Time  • 8 Quarters Part-Time

**Career Opportunities**  • Medical Office Administrative Assistant  • Phlebotomist

**Foundation Courses**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
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<td>Foundations of English I</td>
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<tr>
<td>B098</td>
<td>Foundations of English II</td>
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</tr>
<tr>
<td>B099</td>
<td>Foundations of Math</td>
<td>4</td>
</tr>
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</table>

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

**General Education Courses**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>G124</td>
<td>English Composition (Required course)</td>
<td>4</td>
</tr>
<tr>
<td>G141</td>
<td>Introduction to Communication</td>
<td>4</td>
</tr>
<tr>
<td>G125</td>
<td>Humanities</td>
<td>4</td>
</tr>
<tr>
<td>G138</td>
<td>Introduction to Film</td>
<td>4</td>
</tr>
<tr>
<td>G201</td>
<td>Creative Writing</td>
<td>4</td>
</tr>
<tr>
<td>G230</td>
<td>Introduction to Literature</td>
<td>4</td>
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</table>

**Math/Natural Sciences (2 required courses)**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MA241</td>
<td>Human Anatomy and Physiology I</td>
<td>5</td>
</tr>
<tr>
<td>MA242</td>
<td>Human Anatomy and Physiology II</td>
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</table>

**Social Sciences (Select 2 courses)**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>G122</td>
<td>World Geography</td>
<td>4</td>
</tr>
<tr>
<td>G123</td>
<td>Principles of Economics</td>
<td>4</td>
</tr>
<tr>
<td>G137</td>
<td>Introduction to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>G142</td>
<td>Introduction to Sociology</td>
<td>4</td>
</tr>
<tr>
<td>G243</td>
<td>Contemporary U.S. Government</td>
<td>4</td>
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**Major and Core Courses**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>D111</td>
<td>Computer Information Systems</td>
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<tr>
<td>E150</td>
<td>Success Strategies</td>
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<tr>
<td>E242</td>
<td>Career Development</td>
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</tr>
<tr>
<td>G137</td>
<td>Introduction to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>M120</td>
<td>Medical Terminology</td>
<td>4</td>
</tr>
<tr>
<td>M200</td>
<td>Medical Office Procedures</td>
<td>4</td>
</tr>
<tr>
<td>M209</td>
<td>Medical Insurance and Billing</td>
<td>3</td>
</tr>
<tr>
<td>M223</td>
<td>Pathology I</td>
<td>4</td>
</tr>
<tr>
<td>M224</td>
<td>Pathology II</td>
<td>4</td>
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<tr>
<td>M230</td>
<td>Medical Law and Ethics</td>
<td>4</td>
</tr>
<tr>
<td>MA110</td>
<td>Clinical Skills I</td>
<td>4</td>
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<tr>
<td>MA125</td>
<td>Pharmacology for the Allied Health Professional</td>
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</tr>
<tr>
<td>MA130</td>
<td>Clinical Skills II</td>
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<tr>
<td>MA235</td>
<td>Laboratory Skills for Clinical Practice</td>
<td>4</td>
</tr>
<tr>
<td>MA245</td>
<td>Medical Office Management and Clinical Practice Externship</td>
<td>4</td>
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</tbody>
</table>

**Total Degree Credits** 92*

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

**MEDICAL LABORATORY TECHNICIAN AAS DEGREE**

**Standard Length of Program**  • 7 Quarters Full-Time

**Career Opportunities**  • Medical Laboratory Technician

**Foundation Courses**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B097</td>
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<td>B098</td>
<td>Foundations of English II</td>
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</tr>
<tr>
<td>B099</td>
<td>Foundations of Math</td>
<td>4</td>
</tr>
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</table>

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

**General Education Courses**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>G124</td>
<td>English Composition (Required course)</td>
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<tr>
<td>G141</td>
<td>Introduction to Communication</td>
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<tr>
<td>G125</td>
<td>Humanities</td>
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</tr>
<tr>
<td>G138</td>
<td>Introduction to Film</td>
<td>4</td>
</tr>
<tr>
<td>G201</td>
<td>Creative Writing</td>
<td>4</td>
</tr>
<tr>
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<td>Introduction to Literature</td>
<td>4</td>
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</table>

**Math/Natural Sciences (2 required courses)**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA241</td>
<td>Human Anatomy and Physiology I</td>
<td>5</td>
</tr>
<tr>
<td>MA242</td>
<td>Human Anatomy and Physiology II</td>
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**Social Sciences (Select 2 courses)**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>G122</td>
<td>World Geography</td>
<td>4</td>
</tr>
<tr>
<td>G123</td>
<td>Principles of Economics</td>
<td>4</td>
</tr>
<tr>
<td>G137</td>
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<td>Introduction to Sociology</td>
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<tr>
<td>G243</td>
<td>Contemporary U.S. Government</td>
<td>4</td>
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**Major and Core Courses**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>D111</td>
<td>Computer Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>E150</td>
<td>Success Strategies</td>
<td>4</td>
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<tr>
<td>E242</td>
<td>Career Development</td>
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</tr>
<tr>
<td>G137</td>
<td>Introduction to Psychology</td>
<td>4</td>
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<tr>
<td>M120</td>
<td>Medical Terminology</td>
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<tr>
<td>M200</td>
<td>Medical Office Procedures</td>
<td>4</td>
</tr>
<tr>
<td>M209</td>
<td>Medical Insurance and Billing</td>
<td>3</td>
</tr>
<tr>
<td>M223</td>
<td>Pathology I</td>
<td>4</td>
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<tr>
<td>M224</td>
<td>Pathology II</td>
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<tr>
<td>M230</td>
<td>Medical Law and Ethics</td>
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<td>MA110</td>
<td>Clinical Skills I</td>
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<td>MA125</td>
<td>Pharmacology for the Allied Health Professional</td>
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<tr>
<td>MA130</td>
<td>Clinical Skills II</td>
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<tr>
<td>MA235</td>
<td>Laboratory Skills for Clinical Practice</td>
<td>4</td>
</tr>
<tr>
<td>MA245</td>
<td>Medical Office Management and Clinical Practice Externship</td>
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</table>

**Total Degree Credits** 99*

* Credit totals do not include Foundations of English I/II or Foundations of Math. These courses may be required of some students based upon placement examinations.
Objective.
Graduates of this degree program learn to transcribe a wide variety of medical documents, to adapt to varying medical report formats, to use transcription equipment effectively, and to give support to and communicate effectively with the healthcare team. Students combine technical knowledge with the ability to think critically and make informed decisions. They know the correct use of medical language and terminology and the effective use of available software packages. Students value ethical and professional behavior in the workplace and the confidentiality of patient information.

MEDICAL TRANSCRIPTIONIST AAS DEGREE

**Foundation Courses**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B097</td>
<td>Foundations of English I</td>
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</tr>
<tr>
<td>B098</td>
<td>Foundations of English II</td>
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</tr>
<tr>
<td>B099</td>
<td>Foundations of Math</td>
<td>4</td>
</tr>
</tbody>
</table>

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

**General Education Courses**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>G124</td>
<td>English Composition</td>
<td></td>
</tr>
<tr>
<td>G141</td>
<td>Introduction to Communication</td>
<td>4</td>
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<tr>
<td>G226</td>
<td>Speech</td>
<td>4</td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>B097 Foundations of English I</td>
<td>4</td>
</tr>
<tr>
<td>B098 Foundations of English II</td>
<td>4</td>
</tr>
<tr>
<td>B099 Foundations of Math</td>
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**Major and Core Courses**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>B271</td>
<td>Professional Communication</td>
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<tr>
<td>D111</td>
<td>Computer Information Systems</td>
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</tr>
<tr>
<td>E150</td>
<td>Success Strategies</td>
<td>4</td>
</tr>
<tr>
<td>E242</td>
<td>Career Development</td>
<td>2</td>
</tr>
<tr>
<td>G150</td>
<td>Structure and Function of the Human Body</td>
<td>4</td>
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<tr>
<td>M120</td>
<td>Medical Terminology</td>
<td>4</td>
</tr>
<tr>
<td>M200</td>
<td>Medical Office Procedures</td>
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<td>M205</td>
<td>Medical Transcription I</td>
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<td>M206</td>
<td>Medical Transcription II</td>
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<tr>
<td>M207</td>
<td>Medical Transcription III</td>
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<td>M223</td>
<td>Pathology I</td>
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<td>M224</td>
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<td>M230</td>
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<td>M280</td>
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<td>S116</td>
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<tr>
<td>S120</td>
<td>Word for Windows</td>
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</table>

*Total Degree Credits: 90*

This Degree Program is also offered online.

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

Objective.
Graduates of this diploma program learn to transcribe a wide variety of medical documents, to adapt to varying medical report formats, to use transcription equipment effectively, and to give support to and communicate effectively with the healthcare team. They know the correct use of medical language and terminology and the effective use of available software packages. Students value ethical and professional behavior in the workplace and the confidentiality of patient information.

MEDICAL TRANSCRIPTIONIST DIPLOMA

**Foundation Courses**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B097</td>
<td>Foundations of English I</td>
<td>4</td>
</tr>
<tr>
<td>B098</td>
<td>Foundations of English II</td>
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</tr>
<tr>
<td>B099</td>
<td>Foundations of Math</td>
<td>4</td>
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</table>

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

**Major and Core Courses**

<table>
<thead>
<tr>
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<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>D111</td>
<td>Computer Information Systems</td>
<td>3</td>
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<tr>
<td>E150</td>
<td>Success Strategies</td>
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<td>Career Development</td>
<td>2</td>
</tr>
<tr>
<td>G124</td>
<td>English Composition</td>
<td>4</td>
</tr>
<tr>
<td>G141</td>
<td>Introduction to Communication</td>
<td>4</td>
</tr>
<tr>
<td>G233</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>G239</td>
<td>Introduction to Astronomy</td>
<td>4</td>
</tr>
<tr>
<td>G245</td>
<td>Introduction to Geology</td>
<td>4</td>
</tr>
<tr>
<td>G122</td>
<td>World Geography</td>
<td>4</td>
</tr>
<tr>
<td>G123</td>
<td>Principles of Economics</td>
<td>4</td>
</tr>
<tr>
<td>G137</td>
<td>Introduction to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>G142</td>
<td>Introduction to Sociology</td>
<td>4</td>
</tr>
<tr>
<td>G243</td>
<td>Contemporary U.S. Government</td>
<td>4</td>
</tr>
</tbody>
</table>

*Total Diploma Credits: 62*

This Diploma Program is also offered online.

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

Graduates of this program are prepared for duties in and out of the operating room. Surgical technologists may assume the role of the scrub person, circulator, or first assistant. Duties explored in this program include preparing the operating room, instrumentation, equipment usage and maintenance, passing instruments and other sterile supplies to surgeons and assistants during surgery, pre- and postoperative care of the patient, and cleaning and restocking the operating room. Surgical technologists are mainly employed in operating rooms where they assume many different roles and responsibilities and work closely with surgeons, anesthesiologists, and registered nurses.

SURGICAL TECHNOLOGIST AAS DEGREE

Standard Length of Program • 7 Quarters Full-Time

Career Opportunities • Hospitals • Medical Clinics • Operating Rooms • Physician Offices

Foundation Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B097</td>
<td>Foundations of English I</td>
<td>4</td>
</tr>
<tr>
<td>B098</td>
<td>Foundations of English II</td>
<td>4</td>
</tr>
<tr>
<td>B099</td>
<td>Foundations of Math</td>
<td>4</td>
</tr>
</tbody>
</table>

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

General Education Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>G141</td>
<td>Introduction to Communication</td>
<td>4</td>
</tr>
<tr>
<td>G226</td>
<td>Speech</td>
<td>4</td>
</tr>
<tr>
<td>G125</td>
<td>Humanities</td>
<td>4</td>
</tr>
<tr>
<td>G138</td>
<td>Introduction to Film</td>
<td>4</td>
</tr>
<tr>
<td>G201</td>
<td>Creative Writing</td>
<td>4</td>
</tr>
<tr>
<td>G230</td>
<td>Introduction to Literature</td>
<td>4</td>
</tr>
</tbody>
</table>

Math/Natural Sciences (Select 2 required courses)

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA241</td>
<td>Human Anatomy and Physiology I</td>
<td>5</td>
</tr>
<tr>
<td>MA242</td>
<td>Human Anatomy and Physiology II</td>
<td>5</td>
</tr>
</tbody>
</table>

Social Sciences (Select 1 course)

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>G122</td>
<td>World Geography</td>
<td>4</td>
</tr>
<tr>
<td>G123</td>
<td>Principles of Economics</td>
<td>4</td>
</tr>
<tr>
<td>G142</td>
<td>Introduction to Sociology</td>
<td>4</td>
</tr>
<tr>
<td>G243</td>
<td>Contemporary U.S. Government</td>
<td>4</td>
</tr>
</tbody>
</table>

Major and Core Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>D111</td>
<td>Computer Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>E150</td>
<td>Success Strategies</td>
<td>4</td>
</tr>
<tr>
<td>E242</td>
<td>Career Development</td>
<td>2</td>
</tr>
<tr>
<td>G124</td>
<td>English Composition**</td>
<td>4</td>
</tr>
<tr>
<td>G137</td>
<td>Introduction to Psychology**</td>
<td>4</td>
</tr>
<tr>
<td>G233</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>M120</td>
<td>Medical Terminology</td>
<td>4</td>
</tr>
<tr>
<td>M223</td>
<td>Pathology I</td>
<td>4</td>
</tr>
<tr>
<td>M224</td>
<td>Pathology II</td>
<td>4</td>
</tr>
<tr>
<td>MA125</td>
<td>Pharmacology for the Allied Health Professional</td>
<td>4</td>
</tr>
<tr>
<td>ST102</td>
<td>Microbiology for Surgical Technologists</td>
<td>3</td>
</tr>
<tr>
<td>ST105</td>
<td>Introduction to Surgical Technology</td>
<td>3</td>
</tr>
<tr>
<td>ST112</td>
<td>Surgical Procedures I</td>
<td>4</td>
</tr>
<tr>
<td>ST203</td>
<td>Surgical Procedures II</td>
<td>4</td>
</tr>
<tr>
<td>ST207</td>
<td>Surgical Procedures III</td>
<td>4</td>
</tr>
<tr>
<td>ST215</td>
<td>Surgical Tech Practicum I ***</td>
<td>8</td>
</tr>
<tr>
<td>ST220</td>
<td>Surgical Tech Practicum II ***</td>
<td>8</td>
</tr>
</tbody>
</table>

Total Degree Credits 97*

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

** Students must complete those general education classes listed as required to graduate in this program and for CAHEP/AST accreditation (G124 and G137) or transfer in the equivalent. Additionally, the student must complete courses and credits as listed among the general education electives or transfer in the equivalent. Credits accepted in transfer must meet the institution’s guidelines for transfer.

*** Surgical Tech Practicum I (23 hours per in 11 week quarter).

*** Surgical Tech Practicum II (23 hours per in 11 week quarter).
Objective.
Graduates of this degree program learn to manage accounts receivable, accounts payable, and payroll. They learn to prepare tax returns, prepare and analyze financial statements, and use computer applications proficiently. They know financial and managerial accounting concepts as related to the business environment. They value critical-thinking and communication skills and the ability to relate accounting concepts to the world around them.

ACCOUNTING AAS DEGREE
Banking • Financial Accounting • Financial Investigation

Standard Length of Program • 6 Quarters Full-Time • 9 Quarters Part-Time

Career Opportunities • Accounting Clerk • Financial Planner • Auditor • Bookkeeper
• Loan Officer • Financial Analyst • Bank Teller • Accounts Management Trainee

Foundation Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B097</td>
<td>Foundations of English I</td>
<td>4</td>
</tr>
<tr>
<td>B098</td>
<td>Foundations of English II</td>
<td>4</td>
</tr>
<tr>
<td>B099</td>
<td>Foundations of Math</td>
<td>4</td>
</tr>
</tbody>
</table>

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

General Education Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>G124</td>
<td>English Composition (Required course)</td>
<td>4</td>
</tr>
<tr>
<td>G141</td>
<td>Introduction to Communication</td>
<td>4</td>
</tr>
<tr>
<td>G226</td>
<td>Speech</td>
<td>4</td>
</tr>
<tr>
<td>G125</td>
<td>Humanities</td>
<td>4</td>
</tr>
<tr>
<td>G138</td>
<td>Introduction to Film</td>
<td>4</td>
</tr>
<tr>
<td>G201</td>
<td>Creative Writing</td>
<td>4</td>
</tr>
<tr>
<td>G230</td>
<td>Introduction to Literature</td>
<td>4</td>
</tr>
<tr>
<td>G150</td>
<td>Structure and Function of the Human Body</td>
<td>4</td>
</tr>
<tr>
<td>G233</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>G239</td>
<td>Introduction to Astronomy</td>
<td>4</td>
</tr>
<tr>
<td>G245</td>
<td>Introduction to Geology</td>
<td>4</td>
</tr>
<tr>
<td>G122</td>
<td>World Geography</td>
<td>4</td>
</tr>
<tr>
<td>G123</td>
<td>Principles of Economics**</td>
<td>4</td>
</tr>
<tr>
<td>G137</td>
<td>Introduction to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>G142</td>
<td>Introduction to Sociology</td>
<td>4</td>
</tr>
<tr>
<td>G243</td>
<td>Contemporary U.S. Government</td>
<td>4</td>
</tr>
</tbody>
</table>

** Principles of Economics is required for the Accounting AAS degree. Students must select an additional course from the Social Sciences category to meet the required amount of general education credits in that category.

Major and Core Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A151</td>
<td>Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>A152</td>
<td>Accounting II</td>
<td>4</td>
</tr>
<tr>
<td>A153</td>
<td>Accounting III</td>
<td>4</td>
</tr>
<tr>
<td>A289</td>
<td>Income Tax</td>
<td>4</td>
</tr>
<tr>
<td>A280</td>
<td>Accounting Capstone</td>
<td>2</td>
</tr>
<tr>
<td>B136</td>
<td>Introduction to Business</td>
<td>4</td>
</tr>
<tr>
<td>B271</td>
<td>Professional Communication</td>
<td>4</td>
</tr>
<tr>
<td>D111</td>
<td>Computer Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>D181</td>
<td>Excel</td>
<td>3</td>
</tr>
<tr>
<td>D279</td>
<td>Computer Focused Principles</td>
<td>3</td>
</tr>
<tr>
<td>E150</td>
<td>Success Strategies</td>
<td>4</td>
</tr>
<tr>
<td>E242</td>
<td>Career Development</td>
<td>2</td>
</tr>
</tbody>
</table>

Banking Emphasis

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B232</td>
<td>Principles of Marketing</td>
<td>4</td>
</tr>
<tr>
<td>F111</td>
<td>Introduction to Banking</td>
<td>4</td>
</tr>
<tr>
<td>F212</td>
<td>Fundamentals of Consumer Lending</td>
<td>4</td>
</tr>
<tr>
<td>F213</td>
<td>Introduction to Mortgage Lending</td>
<td>4</td>
</tr>
<tr>
<td>F215</td>
<td>Principles of Banking Law</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Degree Credits 93*
This Degree Program is also offered Online.

Financial Accounting Emphasis

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A177</td>
<td>Payroll Accounting</td>
<td>4</td>
</tr>
<tr>
<td>A272</td>
<td>Intermediate Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>A274</td>
<td>Intermediate Accounting II</td>
<td>4</td>
</tr>
<tr>
<td>B234</td>
<td>Business Law</td>
<td>4</td>
</tr>
<tr>
<td>B293</td>
<td>Business Ethics</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Degree Credits 93*
This Degree Program is also offered Online.

Financial Investigation Emphasis

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A272</td>
<td>Intermediate Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>A274</td>
<td>Intermediate Accounting II</td>
<td>4</td>
</tr>
<tr>
<td>A276</td>
<td>Financial Investigation</td>
<td>4</td>
</tr>
<tr>
<td>J100</td>
<td>Introduction to Criminal Justice</td>
<td>4</td>
</tr>
<tr>
<td>J125</td>
<td>Criminal Law and Procedures</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Degree Credits 93*
This Degree Program is also offered Online.

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

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B097</td>
<td>Foundations of English I</td>
<td>4</td>
</tr>
<tr>
<td>B098</td>
<td>Foundations of English II</td>
<td>4</td>
</tr>
<tr>
<td>B099</td>
<td>Foundations of Math</td>
<td>4</td>
</tr>
</tbody>
</table>

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

## General Education Courses**

### Lower Division

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>E124</td>
<td>English Composition</td>
<td></td>
</tr>
<tr>
<td>G141</td>
<td>Introduction to Communication</td>
<td></td>
</tr>
<tr>
<td>G276</td>
<td>Speech</td>
<td></td>
</tr>
</tbody>
</table>

### Humanities (Select 2 courses)

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

### Math/Natural Sciences (Select 2 courses)

- G150 Structure and Function of the Human Body
- G233 College Algebra
- G239 Introduction to Astronomy
- G245 Introduction to Geology

### Social Sciences (Select 2 courses)

- G122 World Geography
- G123 Principles of Economics
- G137 Introduction to Psychology
- G142 Introduction to Sociology
- G243 Contemporary U.S. Government

### Upper Division

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>G332</td>
<td>Visual Communication in the Media</td>
<td></td>
</tr>
</tbody>
</table>

### Humanities (Select a minimum of 1 course)

- G330 American Literature
- G335 Contemporary World Literature: 1900 to the Present
- G435 Literature of American Minorities

### Math/Natural Sciences (Select a minimum of 1 course)

- G328 Human Uses of the Environment
- G402 Statistics
- G434 Gender in Math and Science

### Social Sciences (Select a minimum of 1 course)

- G333 American Religious History
- G380 Visions of America Since 1945
- G401 Comparative Politics

## Major and Core Courses

### Lower Division

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A151</td>
<td>Accounting I</td>
<td></td>
</tr>
<tr>
<td>B119</td>
<td>Customer Service</td>
<td></td>
</tr>
<tr>
<td>B136</td>
<td>Introduction to Business</td>
<td></td>
</tr>
<tr>
<td>B165</td>
<td>Introduction to Human Resource Management</td>
<td></td>
</tr>
<tr>
<td>B218</td>
<td>E-Commerce</td>
<td></td>
</tr>
<tr>
<td>B232</td>
<td>Principles of Marketing</td>
<td></td>
</tr>
<tr>
<td>B233</td>
<td>Principles of Management</td>
<td></td>
</tr>
<tr>
<td>B234</td>
<td>Business Law</td>
<td></td>
</tr>
<tr>
<td>B250</td>
<td>Training and Development</td>
<td></td>
</tr>
<tr>
<td>B263</td>
<td>Principles of Advertising</td>
<td></td>
</tr>
<tr>
<td>B271</td>
<td>Professional Communication</td>
<td></td>
</tr>
<tr>
<td>B293</td>
<td>Business Ethics</td>
<td></td>
</tr>
<tr>
<td>D111</td>
<td>Computer Information Systems</td>
<td></td>
</tr>
<tr>
<td>E150</td>
<td>Success Strategies</td>
<td></td>
</tr>
<tr>
<td>E242</td>
<td>Career Development</td>
<td></td>
</tr>
<tr>
<td>S115</td>
<td>Keyboarding I</td>
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</table>

### Upper Division

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A305</td>
<td>Corporate Finance</td>
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</tr>
<tr>
<td>B480</td>
<td>Critical Issues in Business</td>
<td></td>
</tr>
<tr>
<td>BU301</td>
<td>Public Relations</td>
<td></td>
</tr>
<tr>
<td>BU302</td>
<td>Risk Management</td>
<td></td>
</tr>
<tr>
<td>BU307</td>
<td>Insurance</td>
<td></td>
</tr>
<tr>
<td>BU308</td>
<td>Operations Management</td>
<td></td>
</tr>
<tr>
<td>BU312</td>
<td>International Business</td>
<td></td>
</tr>
<tr>
<td>BU322</td>
<td>Money and Banking</td>
<td></td>
</tr>
<tr>
<td>BU340</td>
<td>Professional Selling</td>
<td></td>
</tr>
<tr>
<td>BU355</td>
<td>Advertising Application</td>
<td></td>
</tr>
<tr>
<td>BU401</td>
<td>Organizational Behavior Analysis</td>
<td></td>
</tr>
<tr>
<td>BU402</td>
<td>Strategic Management</td>
<td></td>
</tr>
<tr>
<td>BU403</td>
<td>Contemporary Leadership Challenges</td>
<td></td>
</tr>
<tr>
<td>BU404</td>
<td>Negotiation and Conflict Management</td>
<td></td>
</tr>
<tr>
<td>BU425</td>
<td>Labor and Employment Law</td>
<td></td>
</tr>
<tr>
<td>BU480</td>
<td>Small Business Management</td>
<td></td>
</tr>
</tbody>
</table>

Total lower division major/core credits: 60
Total upper division major/core credits: 64

## Total Degree Credits: 180*

* This degree program is offered online at the Fargo facility only.

** Credit totals do not include Foundations of English III or Foundations of Math. These courses may be required of some students based upon placement examinations.
## Objective

Graduates of this degree program know and understand major concepts in management, human resources, marketing, and customer service. They are able to interpret financial data and have a general knowledge of accounting. They develop an appreciation for general education and are able to relate it to business situations. Students acquire skills in word processing, spreadsheet creation, database management, and presentation software. They develop communication, problem-solving, and decision-making skills that are necessary in business. They understand the importance of conducting business ethically and appreciate the importance of diversity in the workplace. They value honesty, creativity, respect for coworkers, and the importance of lifelong learning.

### Foundation Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B097</td>
<td>Foundations of English I</td>
<td>4</td>
</tr>
<tr>
<td>B098</td>
<td>Foundations of English II</td>
<td>4</td>
</tr>
<tr>
<td>B099</td>
<td>Foundations of Math</td>
<td>4</td>
</tr>
</tbody>
</table>

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

### General Education Courses

#### English Composition (Required course)

- G124 English Composition 4

#### Communication (Select 1 course)

- G141 Introduction to Communication 4
- G226 Speech 4

#### Humanities (Select 2 courses)

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

#### Math/Natural Sciences (Select 2 courses)

- G150 Structure and Function of the Human Body 4
- G233 College Algebra 4
- G239 Introduction to Astronomy 4
- G246 Introduction to Geology 4

#### Social Sciences (Select 2 courses)

- G122 World Geography 4
- G123 Principles of Economics 4
- G137 Introduction to Psychology 4
- G142 Introduction to Sociology 4
- G243 Contemporary U.S. Government 4

#### Major and Core Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A151</td>
<td>Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>B136</td>
<td>Introduction to Business</td>
<td>4</td>
</tr>
<tr>
<td>B230</td>
<td>Principles of Finance</td>
<td>4</td>
</tr>
<tr>
<td>B233</td>
<td>Principles of Management</td>
<td>4</td>
</tr>
<tr>
<td>B234</td>
<td>Business Law</td>
<td>4</td>
</tr>
<tr>
<td>B271</td>
<td>Professional Communication</td>
<td>4</td>
</tr>
<tr>
<td>B280</td>
<td>Business Capstone</td>
<td>2</td>
</tr>
<tr>
<td>D111</td>
<td>Computer Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>E150</td>
<td>Success Strategies</td>
<td>4</td>
</tr>
<tr>
<td>E242</td>
<td>Career Development</td>
<td>2</td>
</tr>
</tbody>
</table>

### Business Administration Emphasis

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A152</td>
<td>Accounting II</td>
<td>4</td>
</tr>
<tr>
<td>A177</td>
<td>Payroll Accounting</td>
<td>4</td>
</tr>
<tr>
<td>B119</td>
<td>Customer Service</td>
<td>4</td>
</tr>
<tr>
<td>B165</td>
<td>Introduction to Human Resource Management</td>
<td>4</td>
</tr>
<tr>
<td>B293</td>
<td>Business Ethics</td>
<td>4</td>
</tr>
<tr>
<td>D181</td>
<td>Excel</td>
<td>3</td>
</tr>
<tr>
<td>D279</td>
<td>Computer Focused Principles</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Degree Credits 93**

This Degree Program is also offered online.

### Human Resource Emphasis

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B119</td>
<td>Customer Service</td>
<td>4</td>
</tr>
<tr>
<td>B165</td>
<td>Introduction to Human Resource Management</td>
<td>4</td>
</tr>
<tr>
<td>B249</td>
<td>Risk Management and Insurance</td>
<td>4</td>
</tr>
<tr>
<td>B250</td>
<td>Training and Development</td>
<td>4</td>
</tr>
<tr>
<td>B267</td>
<td>Employment Law</td>
<td>4</td>
</tr>
<tr>
<td>B268</td>
<td>Compensation and Benefits Management</td>
<td>4</td>
</tr>
<tr>
<td>B293</td>
<td>Business Ethics</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Degree Credits 95**

This Degree Program is only offered online.

### Marketing and Sales Emphasis

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B119</td>
<td>Customer Service</td>
<td>4</td>
</tr>
<tr>
<td>B140</td>
<td>Sales Techniques</td>
<td>4</td>
</tr>
<tr>
<td>B218</td>
<td>E-Commerce</td>
<td>4</td>
</tr>
<tr>
<td>B232</td>
<td>Principles of Marketing</td>
<td>4</td>
</tr>
<tr>
<td>B263</td>
<td>Principles of Advertising</td>
<td>4</td>
</tr>
<tr>
<td>R200</td>
<td>Principles of Retailing</td>
<td>4</td>
</tr>
<tr>
<td>R204</td>
<td>Entrepreneurship</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Degree Credits 95**

This Degree Program is also offered online.

* Credit totals do not include Foundations of English III or Foundations of Math. These courses may be required of some students based upon placement examinations.
Objective.
The objective of this program is to provide students with knowledge of marketable business skills-computer and administrative. The program equips students with the ability to utilize information-processing skills along with math skills.

The value of professional-communication skills and customer service is emphasized in order for the graduate to effectively perform in the business environment.

### Foundation Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B097</td>
<td>Foundations of English I</td>
<td>4</td>
</tr>
<tr>
<td>B098</td>
<td>Foundations of English II</td>
<td>4</td>
</tr>
<tr>
<td>B099</td>
<td>Foundations of Math</td>
<td>4</td>
</tr>
</tbody>
</table>

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

### Major and Core Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A151</td>
<td>Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>B119</td>
<td>Customer Service</td>
<td>4</td>
</tr>
<tr>
<td>B271</td>
<td>Professional Communication</td>
<td>4</td>
</tr>
<tr>
<td>D111</td>
<td>Computer Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>D181</td>
<td>Excel</td>
<td>3</td>
</tr>
<tr>
<td>D187</td>
<td>Professional Presentations</td>
<td>3</td>
</tr>
<tr>
<td>E150</td>
<td>Success Strategies</td>
<td>4</td>
</tr>
<tr>
<td>E242</td>
<td>Career Development</td>
<td>2</td>
</tr>
<tr>
<td>G124</td>
<td>English Composition</td>
<td>4</td>
</tr>
<tr>
<td>G137</td>
<td>Introduction to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>G226</td>
<td>Speech</td>
<td>4</td>
</tr>
<tr>
<td>G233</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>S115</td>
<td>Keyboarding I</td>
<td>3</td>
</tr>
<tr>
<td>S116</td>
<td>Keyboarding II</td>
<td>3</td>
</tr>
<tr>
<td>S120</td>
<td>Word for Windows</td>
<td>3</td>
</tr>
<tr>
<td>S201</td>
<td>Office Procedures</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Diploma Credits** 56*

This Diploma Program is also offered online.

*Credit totals do not include Foundations of English III or Foundations of Math. These courses may be required of some students based upon placement examinations.
CRIMINAL JUSTICE AAS DEGREE

Standard Length of Program • 6 Quarters Full-Time • 8 Quarters Part-Time

Career Opportunities • Corrections Officer • Probation Support Specialist • Court Clerk • Security Professional • Juvenile Specialist • Homeland Security • Peace Officer • Law Enforcement

Foundation Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B097</td>
<td>Foundations of English I</td>
<td>4</td>
</tr>
<tr>
<td>B098</td>
<td>Foundations of English II</td>
<td>4</td>
</tr>
<tr>
<td>B099</td>
<td>Foundations of Math</td>
<td>4</td>
</tr>
</tbody>
</table>

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

General Education Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>G124</td>
<td>English Composition</td>
<td>4</td>
</tr>
<tr>
<td>G141</td>
<td>Introduction to Communication</td>
<td>4</td>
</tr>
<tr>
<td>G226</td>
<td>Speech</td>
<td>4</td>
</tr>
</tbody>
</table>

Humanities

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>G125</td>
<td>Humanities</td>
<td>4</td>
</tr>
<tr>
<td>G138</td>
<td>Introduction to Film</td>
<td>4</td>
</tr>
<tr>
<td>G201</td>
<td>Creative Writing</td>
<td>4</td>
</tr>
<tr>
<td>G230</td>
<td>Introduction to Literature</td>
<td>4</td>
</tr>
</tbody>
</table>

Math/Natural Sciences

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>G150</td>
<td>Structure and Function of the Human Body</td>
<td>4</td>
</tr>
<tr>
<td>G233</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>G239</td>
<td>Introduction to Astronomy</td>
<td>4</td>
</tr>
<tr>
<td>G245</td>
<td>Introduction to Geology</td>
<td>4</td>
</tr>
</tbody>
</table>

Social Sciences

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>G137</td>
<td>Introduction to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>G142</td>
<td>Introduction to Sociology</td>
<td>4</td>
</tr>
</tbody>
</table>

** G141 Introduction to Communication is required for students in the PPOE track who plan to complete a skills program and take the POST exam after graduation.

Professional Peace Officer Education Certificate

Standard Length of Program • 3 Quarters Full-Time • 4 Quarters Part-Time

Career Opportunities • Police Officer • Law Enforcement Officer • Sheriff Deputy

Foundation Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B097</td>
<td>Foundations of English I</td>
<td>4</td>
</tr>
<tr>
<td>B098</td>
<td>Foundations of English II</td>
<td>4</td>
</tr>
<tr>
<td>B099</td>
<td>Foundations of Math</td>
<td>4</td>
</tr>
</tbody>
</table>

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

Major and Core Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>D111</td>
<td>Computer Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>E150</td>
<td>Success Strategies</td>
<td>4</td>
</tr>
<tr>
<td>E242</td>
<td>Career Development</td>
<td>2</td>
</tr>
<tr>
<td>J100</td>
<td>Introduction to Criminal Justice</td>
<td>4</td>
</tr>
<tr>
<td>J102</td>
<td>Criminal Law and Procedures</td>
<td>4</td>
</tr>
<tr>
<td>J115</td>
<td>Introduction to Corrections</td>
<td>4</td>
</tr>
<tr>
<td>J120</td>
<td>Policing in America</td>
<td>4</td>
</tr>
<tr>
<td>J125</td>
<td>Criminal Law and Procedures</td>
<td>4</td>
</tr>
<tr>
<td>J130</td>
<td>Introduction to Homeland Security</td>
<td>4</td>
</tr>
<tr>
<td>J200</td>
<td>Domestic Violence</td>
<td>4</td>
</tr>
<tr>
<td>J205</td>
<td>Juvenile Justice</td>
<td>4</td>
</tr>
<tr>
<td>J250</td>
<td>Terrorism</td>
<td>4</td>
</tr>
<tr>
<td>J245</td>
<td>Security Challenges</td>
<td>4</td>
</tr>
<tr>
<td>J250</td>
<td>Drugs and Crime</td>
<td>4</td>
</tr>
<tr>
<td>J255</td>
<td>Ethics in Criminal Justice</td>
<td>4</td>
</tr>
<tr>
<td>J280</td>
<td>Contemporary Issues in Criminal Justice</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Degree Credits 93*

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

Criminal Justice Professional Peace Officer Education (PPOE)

Students seeking licensing as professional peace officers in the state of Minnesota must take those courses designated as PPOE courses (D111, E242, G137, G141, J100, J120, J125, J200, J205, J250, and J280). In addition, PPOE students must complete first-responder certification and skills training to be eligible to sit for the licensing exam.

Professional Peace Officer Education (PPOE) Program Requirements

Admission into the Criminal Justice Professional Peace Officer Education Certificate program requires candidates to have earned an associate’s degree which includes general education courses equivalent to those required in Rasmussen College’s Criminal Justice AAS program, or a bachelor’s degree or higher. Entering students are also required to interview with an admissions representative to complete a Rasmussen College placement test as part of the admissions process.

Students are also required to successfully complete an officially recognized first-aid course in First Responders, Emergency Medical Technician, or Emergency Response. Students must provide the Rasmussen College Law Enforcement POST Coordinator with a copy of their required first-aid certification (e.g., a photocopy of their First Responder card) for inclusion in each student’s POST file maintained at Rasmussen College.

Total Certificate Credits 53*

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

Objective.

Graduates of this degree program learn to examine how the legal process works from law enforcement, to the courts, and through the corrections system. They know the history and development of the criminal justice system and its effect on society. Students value the ability to think critically about the issues related to the future of criminal justice, including juvenile justice, corrections, and security.

Objective.

Graduates of this program will know the history and development of the criminal-justice system and the system’s effect on society. They will be able to explain the legal process, from law enforcement to the courts and corrections system. They will value the ability to think critically about issues related to the future of policing and criminal justice, including ethics and criminal procedures. Graduates will be eligible to take the Professional Peace Officer Education (PPOE) licensing exam in the state of Minnesota.
Objective.

Graduates of the Paralegal degree program learn to provide services in all phases of the legal system including courts, law firms, and government agencies, under the supervision of an attorney. Paralegals may not provide legal services directly to the public except as permitted by law. Paralegals examine specialty courses such as legal research and writing, torts and corporate law, litigation, criminal law, family law, and real estate in the AAS degree. Students value the ability to think critically about the issues related to the law and paralegal field.

PARALEGAL AAS DEGREE

Standard Length of Program • 6 Quarters Full-Time
Career Opportunities • Paralegal • Legal Assistant

Foundation Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B097</td>
<td>Foundations of English I</td>
<td>4</td>
</tr>
<tr>
<td>B098</td>
<td>Foundations of English II</td>
<td>4</td>
</tr>
<tr>
<td>B099</td>
<td>Foundations of Math</td>
<td>4</td>
</tr>
</tbody>
</table>

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

General Education Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>E100</td>
<td>English Composition (Required course)</td>
<td>4</td>
</tr>
<tr>
<td>G110</td>
<td>Introduction to Communication</td>
<td>4</td>
</tr>
<tr>
<td>G120</td>
<td>Speech</td>
<td>4</td>
</tr>
<tr>
<td>H110</td>
<td>Humanities</td>
<td>4</td>
</tr>
<tr>
<td>H120</td>
<td>Introduction to Film</td>
<td>4</td>
</tr>
<tr>
<td>H130</td>
<td>Creative Writing</td>
<td>4</td>
</tr>
<tr>
<td>H140</td>
<td>Introduction to Literature</td>
<td>4</td>
</tr>
</tbody>
</table>

Math/Natural Sciences (Select 2 courses)

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>G150</td>
<td>Structure and Function of the Human Body</td>
<td>4</td>
</tr>
<tr>
<td>G233</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>G239</td>
<td>Introduction to Astronomy</td>
<td>4</td>
</tr>
<tr>
<td>G245</td>
<td>Introduction to Geology</td>
<td>4</td>
</tr>
</tbody>
</table>

Social Sciences (2 required courses)

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>G137</td>
<td>Introduction to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>G142</td>
<td>Introduction to Sociology</td>
<td>4</td>
</tr>
</tbody>
</table>

Major and Core Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>D111</td>
<td>Computer Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>E150</td>
<td>Success Strategies</td>
<td>4</td>
</tr>
<tr>
<td>E242</td>
<td>Career Development</td>
<td>2</td>
</tr>
<tr>
<td>PL100</td>
<td>Introduction to Law and the Legal System</td>
<td>4</td>
</tr>
<tr>
<td>PL110</td>
<td>Introduction to Legal Research</td>
<td>4</td>
</tr>
<tr>
<td>PL121</td>
<td>Civil Litigation and Procedure I</td>
<td>4</td>
</tr>
<tr>
<td>PL122</td>
<td>Civil Litigation and Procedure II</td>
<td>4</td>
</tr>
<tr>
<td>PL140</td>
<td>Contracts</td>
<td>4</td>
</tr>
<tr>
<td>PL211</td>
<td>Legal Research and Writing I</td>
<td>4</td>
</tr>
<tr>
<td>PL212</td>
<td>Legal Research and Writing II</td>
<td>4</td>
</tr>
<tr>
<td>PL216</td>
<td>Corporate Law</td>
<td>4</td>
</tr>
<tr>
<td>PL219</td>
<td>Law Office Technology</td>
<td>4</td>
</tr>
<tr>
<td>PL225</td>
<td>Torts</td>
<td>4</td>
</tr>
<tr>
<td>PL290</td>
<td>Paralegal Internship</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Degree Credits 94*

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

PARALEGAL CERTIFICATE

Standard Length of Program • 4 Quarters Full-Time
Career Opportunities • Paralegal • Legal Assistant • Legal Secretary

Foundation Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B097</td>
<td>Foundations of English I</td>
<td>4</td>
</tr>
<tr>
<td>B098</td>
<td>Foundations of English II</td>
<td>4</td>
</tr>
<tr>
<td>B099</td>
<td>Foundations of Math</td>
<td>4</td>
</tr>
</tbody>
</table>

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

Paralegal Certificate Program Requirements

Admissions into the Paralegal Certificate program requires candidates to have earned an associate’s degree which includes general-education courses equivalent to those required in Rasmussen College’s Paralegal AAS, or a bachelor’s degree or higher. Entering students are also required to interview with admissions representatives to complete a Rasmussen College placement test as part of the admissions process.

Major and Core Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>G124</td>
<td>English Composition</td>
<td>4</td>
</tr>
<tr>
<td>G233</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>PL100</td>
<td>Introduction to Law and the Legal System</td>
<td>4</td>
</tr>
<tr>
<td>PL110</td>
<td>Introduction to Legal Research</td>
<td>4</td>
</tr>
<tr>
<td>PL121</td>
<td>Civil Litigation and Procedure I</td>
<td>4</td>
</tr>
<tr>
<td>PL122</td>
<td>Civil Litigation and Procedure II</td>
<td>4</td>
</tr>
<tr>
<td>PL140</td>
<td>Contracts</td>
<td>4</td>
</tr>
<tr>
<td>PL211</td>
<td>Legal Research and Writing I</td>
<td>4</td>
</tr>
<tr>
<td>PL212</td>
<td>Legal Research and Writing II</td>
<td>4</td>
</tr>
<tr>
<td>PL216</td>
<td>Corporate Law</td>
<td>4</td>
</tr>
<tr>
<td>PL219</td>
<td>Law Office Technology</td>
<td>4</td>
</tr>
<tr>
<td>PL225</td>
<td>Torts</td>
<td>4</td>
</tr>
<tr>
<td>PL290</td>
<td>Paralegal Internship</td>
<td>5</td>
</tr>
</tbody>
</table>

Electives (choose one, for 4 credits)

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PL215</td>
<td>Real Estate Law</td>
<td>4</td>
</tr>
<tr>
<td>PL216</td>
<td>Corporate Law</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Certificate Credits 61*

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

** Students must complete one additional general-education course (with a course designator of G) or transfer in the equivalent.
Most programs use a combination of lecture and laboratory methods of instruction. A class period, particularly in a technology-intensive learning environment, is defined as either lecture or laboratory depending primarily on whether new material is introduced. Lecture is a class setting in which the student is instructed in the theory, principles, and history of an academic or vocational subject. The student should expect certain requirements such as two hours of outside preparation for each hour of lecture instruction. Some lecture classes have additional time scheduled without additional charge to the student to provide for individualized coaching. Laboratory is a setting in which the student applies information and demonstrates, tests, or practices for reinforcement skills previously acquired through lecture or outside reading. An instructor is normally present in the laboratory setting, but for coaching and clarification rather than for presentation of new material. Two hours of laboratory have the credit equivalency of one hour of lecture. Internship (also externship or practicum) is program-related work experience with indirect instructor supervision and employer assessment, usually coupled with lecture sessions in which the workplace experience is discussed. Three hours of internship have the credit equivalency of one hour of lecture. The individual student's ability to attain the necessary competencies may influence the number of clock hours necessary to complete an individual course. Prerequisites may be waived in unusual circumstances, but only with the consent of the instructor and approval of the Academic Dean or Campus Director.

Online-Only Courses

Some courses are generally offered only as online classes. Few if any residential sections of these courses will be scheduled. Please check with your Campus Director and/or Dean for details.

Credit Definition

Credit Hour - The unit by which an institution may measure its coursework. The number of credit hours assigned to a course is usually defined by a combination of the number of hours per week in class, laboratory, and/or internship, multiplied by the number of weeks in the term. One unit of credit is usually equivalent to, at a minimum, one hour of classroom study, two hours of laboratory study, or three hours of externship, or a combination of the three, multiplied by the number of weeks in a quarter. One quarter credit is awarded for:

- 10 clock hours of lecture
- 20 clock hours of laboratory
- 30 clock hours of internship/externship/practicum

Clock Hour - A clock hour or class period is 50 minutes of instruction. The following course descriptions include whether the course is lecture, laboratory, internship, or a mixture.

How to read course descriptions

Course description numbers that fall below 100 are considered developmental courses. Course description numbers that range from 100-199 are considered entry level courses. Course description numbers that range from 200-299 are considered to be more advanced courses and may function as second-year courses or capstone courses. Course description numbers that range from 300-399 are considered upper division courses and may function as third-year courses. Course description numbers that range from 400-499 are considered advanced upper division courses that may function as fourth-year requirements for a Bachelor's degree.

The Success Strategies and Career Development courses are specific to the College, serving as vehicles for new student orientation to the College system, improved academic success, and facilitating life-long career placement services. Therefore, these courses may not count towards transfer credits or be available as test-outs.

A227 Intermediate Accounting I 40 hours, 4 credits
This course covers a review of accounting principles and then expands to specialized treatment of financial statements, cash and temporary assets, receivables, inventories (general and estimated procedures), current liabilities, income tax procedures in accounting, and the acquisition, use, and retirement of long-term plant assets. Prerequisite: Accounting III

A274 Intermediate Accounting II 40 hours, 4 credits
A continuation of Intermediate Accounting I, this course finishes coverage of valuation of assets and liabilities, and continues in stockholder's equity. Areas included are analysis and interpretation of financial statements. Miscellaneous topics included are accounting changes, error corrections, and prior period adjustments. Prerequisite: Intermediate Accounting I

A276 Financial Investigation 40 hours, 4 credits
This course will introduce students to the field of fraud examination and how fraud occurs and is detected within financial statements. This course will expand in areas of revenue, inventory, liabilities, assets, and inadequate disclosures related to financial statement investigations and fraud.

A151 Accounting I 40 hours, 4 credits
This course defines accounting objectives and their relation to business. The student will be taught the fundamental principles of accounting and will be trained in the bookkeeping function of properly recording transactions in journals and posting to ledgers. The trial balance, working papers, financial statements, and completing an accounting cycle are introduced. Prerequisite: none

A152 Accounting II 40 hours, 4 credits
This course is a continuation of Accounting I with additional concern with financial statement analysis for partnerships and corporations. The course will emphasize valuing assets including: property plant equipment, inventory and accounts receivable and will address the classification of accounts, notes, payroll liabilities, and monthly adjustments.

Prerequisite: Accounting I

A153 Accounting III 40 hours, 4 credits
This course is a further continuation of Accounting II and will emphasize corporate accounting, corporate issuing and investing in debt and equity securities, financial and cash flow analysis, and decision-making. The course will include manufacturing accounting methods used for budgeting and forecasting.

Prerequisite: Accounting II

A177 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: Accounting I

A269 Income Tax 40 hours, 4 credits
Course is designed to provide knowledge of the rights, options, and requirements in filing returns for the individual and small business.

Prerequisite: Accounting II

B119 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

B136 Introduction to Business 40 hours, 4 credits
This course is a study of the characteristics and functions of business in a free enterprise environment and how business impacts the economy in which we live. Characteristics studied may include opportunities, organizations, management, marketing, analysis and any other activities related to general ownership and operation.

Prerequisite: None

B140 Sales Techniques 40 hours, 4 credits
An introductory course in sales emphasizing the principles and practices of a professional salesperson. Focus is on the information, skills, and activities necessary for success in today's marketplace.

Prerequisite: none

B165 Introduction to Human Resource Management 40 hours, 4 credits
This course is an introduction to the management and leadership of an organization's human resource. It explores the importance of establishing or administering the goals, policies, and procedures of the organization. Topics discussed include: communication, employee benefits, interview techniques, motivation, safety, hiring, discipline, and employment guide lines.

Prerequisite: none

B218 E-Commerce 40 hours, 4 credits
This course is designed to introduce students to new models for the practice of business as it is affected by new technologies. From ethical issues related to privacy and information security, to the importance of establishing or administering the goals, policies, and procedures of the organization. Topics discussed include: communication, employee benefits, interview techniques, motivation, safety, hiring, discipline, and employment guide lines.

Prerequisite: none

B230 Principles of Finance 40 hours, 4 credits
This course is a study of financial institutions, investment techniques, and financial management. Students will examine acquisition of funds, cash flow, financial analysis, capital budgeting, working capital requirements, and capital structure.

Prerequisite: Accounting I

* Courses with an asterisk are generally offered only as online classes.
40 hours, 4 credits

Students will develop an understanding of selected legal issues involved in human resource management. Legal issues to be addressed include: labor relations, employee rights, sexual harassment, diversity, and compensation and benefits law. The primary orientation of the course is to enable learners to recognize the spirit and purpose of the legal framework of the workplace so that learners can embrace company strategies and avoid cutting corners in the short-run, which can ultimately result in major disasters.

Prerequisite: Introduction to Human Resource Management

BU302 Risk Management
40 hours, 4 credits

This upper-level business course explores the elements of risk management and insurance essential to the business environment. This course will develop the rationale for risk management systems and examine the environments in which they operate. Students will learn, analyze, and evaluate approaches to measuring and managing risks in various business environments.

Prerequisite: Introduction to Human Resource Management

BU307 Insurance
40 hours, 4 credits

This course examines the characteristics of those areas of risk and uncertainty where the mechanisms of insurance are effective alternatives. Insurable risks of both business and individuals are covered. The concepts, contracts, and institutions involved in insurance are covered, as well as governmental regulations that impact the industry.

Prerequisite: none

BU308 Operations Management
40 hours, 4 credits

In this course students examine the operations function of managing people, information, technology, materials, and facilities to produce goods and services. Specific areas covered will include designing and managing operations; purchasing raw materials; controlling and maintaining inventories; and producing goods or services that meet customers’ expectations. Quantitative modeling will be used for solving business problems.

Prerequisite: none

BU312 International Business
40 hours, 4 credits

This course examines the theory and practice of international business. It will explore the reasons businesses expand globally and the factors involved in operating an international business such as the international monetary system; political, social, economic, and legal considerations. It will also cover management and marketing concepts in an international environment.

Prerequisite: none

BU322 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

BU340 Professional Selling
40 hours, 4 credits

This course is a study of the stages of the professional selling process and the role of sales in today’s marketing environment. Emphasis will be placed on a salesperson’s adaptive selling techniques and developing effective interpersonal communications skills.

Prerequisite: none

BU355 Advertising Application
40 hours, 4 credits

In this course, students will study the structures, functions, and persuasive language of advertising in mass media with attention to social, political, economic and legal aspects of advertising. In addition, issues such as advertising in the internet, electronic commerce and the impact of interactive media are covered throughout the course.

Prerequisite: none

BU401 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

BU402 Strategic Management
40 hours, 4 credits

This course is designed to integrate prior business courses throughout study and discussion of real organizational situations. Students will evaluate the key functions of organizations and integration of these functions to achieve competitive advantages. Topics will include strategic formulation, implementation, and evaluation.

Prerequisite: none

BU403 Contemporary Leadership Challenges
40 hours, 4 credits

This course will provide the student with broad exposure to the theories and practice of effective leadership and supervision in today’s business setting. It will also explore contemporary leadership challenges from a practical point of view, with opportunities to develop and practice effective leadership skills.

Prerequisite: none

BU404 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: none

BU425 Labor and Employment Law
40 hours, 4 credits

This course presents fundamental principles of labor and employment law in the United States. The student will engage in topics such as federal and state regulation of the employment relationship, including wage and hour laws; EEO, affirmative action programs, employee benefits; insurance; workers’ compensation; safety; health; employee’s personal rights; and collective bargaining legislation.

Prerequisite: none

BU480 Small Business Management
40 hours, 4 credits

This course is a study of the factors involved in starting and managing a start-up to medium-sized business. Emphasis is on the conduct of a pre-business feasibility study, and start-up of the business, successful management and options for succession or termination. Students will prepare a sample business plan.

Prerequisite: none

* Courses with an asterisk are generally offered only as online classes.
**D111 Computer Information Systems 40 hours, 3 credits**
This course is an introductory course designed to teach students fundamental computer concepts as well as serve as an introduction to the Microsoft Office suite. The focus of this course will include Word, Excel, PowerPoint, and Access. This course will briefly cover email, Internet and Windows file management, as the course prepares students for a computerized workplace.
Prerequisite: None

**D181 Excel 40 hours, 3 credits**
This course is designed to investigate the advanced applications and concepts available in Microsoft Office Excel. Students will be introduced to electronic spreadsheet features ranging from the data input and manipulation to charting and PivotTables. This course is designed to help prepare students for the Excel portion of the Microsoft Office Specialist certification exam.
Prerequisite: Computer Information Systems

**D187 Professional Presentations 40 hours, 3 credits**
This course is designed to incorporate two Microsoft Office presentation programs into a single, powerful tool that can be used to create Professional Presentations. Students will learn to use PowerPoint and Publisher as partners in creating multidimensional presentations.
Prerequisite: Computer Information Systems

**D279 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 advanced accounting functions such as maintaining accounts receivable, accounts payable and general ledgers.
Prerequisite: Accounting I

**E150 Success Strategies 40 hours, 4 credits**
This course will enable students to develop positive skills that ensure success in the college setting and workplace. Specific topics in learning and study strategies will lead students to develop and utilize appropriate study techniques, ensuring academic success. Topics in life skills will lead to a better understanding of self and others in our diverse world, and encourage the development and utilization of strategies to promote positive relationships, self-management, and professionalism.
Prerequisite: None

**E242 Career Development 20 hours, 2 credits**
The course is designed to study the personal and professional characteristics necessary for obtaining and maintaining suitable employment. The student will assemble a complete job-seeking portfolio including his/her resume and references, letters of application and appreciation, documentation of work and educational history, and demonstration of skills through examples of student work. The course includes an in-depth study of self-marketing techniques, job interviewing techniques and professionalism as well as participation in a mock interview.
Prerequisite: None

**E3100 Introduction to Exercise Science 40 hours, 4 credits**
This course introduces students to the field of exercise science. It covers subfields of exercise science, including physiological responses to exercise, nutrition, and biomechanics. Students will learn the field's history, philosophy, and current trends and issues. Career paths and professional organizations will also be discussed. Students will become CPR-certified.
Prerequisite: none

**E3110 Fitness Theory and Assessment 40 hours, 3 credits**
This course covers the theory and practice of fitness assessment, exercise prescription, and program design. Students will learn the professional standards behind fitness assessment and prescription. The stages necessary to design and implement a client's fitness and exercise program will also be covered.
Prerequisite: Introduction to Exercise Science, Human Anatomy and Physiology I

**E3200 Exercise Physiology 40 hours, 4 credits**
This course examines the human physiological response to exercise. The topics covered include nutrition, exercise's effects on the neuromuscular, cardiovascular, and respiratory systems, and the exercise physiology of selected populations. The effects of acute and chronic exercise will be explored.
Prerequisites: Kinesiology II

**E3205 Nutrition for Exercise Science 40 hours, 4 credits**
This course provides an advanced study of nutrition's relationship to exercise and physical health. Students will explore nutritional requirements for people with specific health concerns or dietary requirements. Students will learn approaches to developing nutrition and food-preparation recommendations for clients interesting in maintaining or losing weight.
Prerequisites: Nutrition and Diet Therapy

**E3220 Resistance Training Techniques 40 hours, 3 credits**
This course will introduce students to programs for building strength and endurance. Students will begin with the aspects of safe and effective training programs. They will explore conditioning techniques in a laboratory setting.
Prerequisites: Fitness Theory and Assessment

**E3225 Musculoskeletal Injuries 40 hours, 3 credits**
This course covers common musculoskeletal injuries and their treatment and management. Topics include the basics of healing and rehabilitation, therapeutic exercise techniques and applications, and applications to specific musculoskeletal regions. Students will learn to develop basic treatment regimens for different types of musculoskeletal injuries.
Prerequisites: Human Anatomy and Physiology I

**E3230 Event Training Techniques 40 hours, 3 credits**
This course provides students with a theoretical and practical introduction to training regimens for athletic events. Types of events covered include cycling, sprints, swimming, triathlons, and Ironman. Nutrition and fitness plans will also be addressed.
Prerequisites: Fitness Theory and Assessment

**E3240 Exercise for Special Populations 40 hours, 3 credits**
A continuation of Fitness Theory and Assessment, this course introduces students to the considerations involved in developing exercise programs for special populations. The benefits and risks of physical activity for various populations will be addressed. Students will learn to develop assessment plans for special populations and develop appropriate fitness plans.
Prerequisites: Fitness Theory and Assessment

**E3245 Exercise and Aging 40 hours, 3 credits**
This course expands the student's understanding of exercise and its effects on older individuals. The physiological effects of aging will be discussed. Students will be able to identify the special health and fitness considerations for older individuals, and apply this knowledge to exercise prescription for older individuals.
Prerequisites: Fitness Theory and Assessment, Exercise Physiology

**E3250 Worksite Health Promotion 40 hours, 4 credits**
This course examines health-promotion programs that are delivered through the worksite. Planning and assessment strategies for new and mature programs will be covered. Students will explore administration, partnerships, and communication technologies that can be used to support these programs.
Prerequisites: Fitness Theory and Assessment

**E3280 Exercise Science Capstone 20 hours, 2 credits**
This course is designed to help students integrate the information and skills learned in the Exercise Science program. Students will complete a capstone project that incorporates fitness assessment, exercise prescription, nutrition recommendation, and training techniques.
Prerequisites: Exercise Science AAS student in last or second-to-last quarter

**F111 Introduction to Banking* 40 hours, 4 credits**
This course is the standard introduction to the banking profession. It touches on nearly every aspect of banking, from the fundamentals of negotiable instruments to contemporary issues and developments within the industry.
Prerequisite: None

**F212 Fundamentals of Consumer Lending* 40 hours, 4 credits**
This course provides the basic knowledge about consumer credit. It will cover terminology, basic categories of consumer credit, determining credit worthiness, and the application process. It includes the origin of regulations protecting consumer credit transactions, and reviews specific regulations that apply to consumer credit.
Prerequisite: Introduction to Banking

**F213 Introduction to Mortgage Lending* 40 hours, 4 credits**
This course examines mortgage lending, not only from the aspect of lending to individuals for the purchase of a residence, but also that of providing loans for apartment buildings and loans for estate planning and builders. It covers construction and permanent financing for residential property; real estate law; documentation; mortgage loan servicing; the secondary mortgage market; the role of government in mortgage lending; and residential real estate as an investment.

**F215 Principles of Banking Law* 40 hours, 4 credits**
This course will guide students through the legal and regulatory issues. Every part of the banking process, from taking deposits and making loans to operating safe deposit boxes and offering trust services, is governed by laws for the purpose of protecting consumers or maintaining the safety and soundness of the bank.

**G123 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 introduces microeconomic and macroeconomic concepts.

**G124 English Composition 40 hours, 4 credits**
This course is intended to help students develop their ability to write and express ideas in an organized, unified, coherent manner that reflects an appropriate awareness of purpose and audience. Through writing, reading, and discussion, students will learn to synthesize their thoughts as they communicate more effectively. Course concepts are applied to essays, research projects, and specialized writing. Regular writing and revision will improve students' grammar, punctuation and usage skills.
Prerequisite: Passing grade in Foundations of English II or placement determined by STEP assessment score.

**G125 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 humanistic goals. Representative disciplines may include art, music, literature, architecture, drama, and philosophy.
Prerequisite: None

* Courses with an asterisk are generally offered only as online classes.
G137 Introduction to Psychology 40 hours, 4 credits
This course will introduce students to the scientific study of human behavior. Course topics will include the following: heredity and environment, development of the individual, motivation, emotion, perception, personality and abnormal behavior.
Prerequisite: None

G138 Introduction to Film 40 hours, 4 credits
This course is an introduction to the main types of film, to expressiveness of film techniques, and to ways in which we can better understand and appreciate both individual films and the medium as a whole. The goals are to introduce students to a diverse group of important American as well as international films and to teach them the necessary criteria for closely examining the characteristics of the film medium. As a result of this process, students will become more sophisticated and satisfied viewers. We will look at how films exemplify particular genres and analyze the film’s context as well as the ways in which viewers formulate meanings. We will concern ourselves with the aesthetic qualities of given films and genres; we will, moreover, investigate the cultural significance of these works.
Prerequisite: None

G141 Introduction to Communication 40 hours, 4 credits
The course will introduce students to basic models and theories of the communication process. Students will learn about a variety of elements involved in communication. They will also explore how factors such as race, ethnicity, age, socioeconomic status, and gender influence communication. Students will focus on developing their awareness of the effects of various types of communication on themselves and others. They will also develop practical skills for improving their ability to communicate in personal, social and professional contexts. Specific topics will include perception, self-concept, verbal and non-verbal communication, effective listening and communicating in culturally diverse settings.
Prerequisite: none

G142 Introduction to Sociology 40 hours, 4 credits
This course is designed to enable students to recognize their own culture-based values, feelings, and attitudes while developing a better understanding of cultural values that may differ from their own. It will cover basic sociological topics such as socialization, gender, race, social organization, and social change. Through the course students should achieve a better understanding of themselves and society.
Prerequisite: none

G150 Structure and Function of the Human Body 40 hours, 4 credits
This course provides a working knowledge of the structure and function of the human body. A general introduction to cells and tissues is followed by study of the anatomy and physiology of the skeletal and muscular systems. The student is introduced to the nervous, cardiovascular, respiratory, digestive, urinary, reproductive, and endocrine systems.
Prerequisite: none

G201 Creative Writing 40 hours, 4 credits
This course will develop the student's talents in creative writing. Various forms of writing will be studied, such as short stories, novels, poems, plays and non-fiction. Works by students and others will be critiqued. Students will also develop editorial skills so that each writer may revise and improve his/her work. Students will compose a minimum of 6000 words over the course of the program.
Prerequisites: Passing grade in Foundations of English II or placement determined by STEP assessment score.

G226 Speech 40 hours, 4 credits
This course is designed to teach the student how to research and plan, arrange and compose, and deliver informative, persuasive, expressive, impromptu, and extemporaneous speeches for various audiences. Students will also analyze and evaluate the arguments and rhetorical methods used in public communication to help them develop the ability to speak clearly and effectively, and to think logically. Students will also explore techniques for overcoming speech anxiety.
Prerequisite: None

G303 Introduction to Literature 40 hours, 4 credits
This course offers an introduction to the most common literary genres: Fiction, poetry, drama, and literary non-fiction. Students will study the basic elements of each genre, learn how to compare genres, become familiar with sample texts that illustrate the particularities of each genre, and practice the skills of analyzing and writing about literary texts.
Prerequisite: None [English Comp. recommended]

G233 College Algebra 40 hours, 4 credits
This course provides students with the skills to achieve mastery of algebraic terminology and applications including, but not limited to, real number operations, variables, polynomials, integral exponents, graphs, factoring, quadratic equations, and word problems.
Prerequisite: Passing grade in Foundations of Math or placement determined by STEP assessment score.

G239 Introduction to Astronomy 40 hours, 4 credits
A study of the solar system, the Milky Way and other galaxies, and the universe. Topics include the structure of the celestial bodies, recognizing them, and understanding the influence they have on each other.
Prerequisite: none

G243 Contemporary US Government 40 hours, 4 credits
This course provides an introduction to the US system of government, including its parts, institutions, and evolution, and will help students understand how the government works on the national, state and local level. To explore how the US government affects its citizens and how citizens participate in their government, students will study current issues and problems and issues grounded in legal history, theory, and ethics.
Prerequisite: none

G245 Introduction to Geology 40 hours, 4 credits
This course provides an introductory look at the physical processes that shape the earth. Topics include the origin, structure, and systems of the earth, minerals, rock formation, plate tectonics, and volcanoes and earthquakes. Geologic time, global change, and human-environment interaction will also be explored. Students will complete a research paper on a contemporary issue in geology.
Prerequisite: none

G328 Human Uses of the Environment 40 hours, 4 credits
This course provides an in-depth exploration of the integrated relationship between human identity and the surrounding environment. It will begin with a study of the fundamental concepts and principles of ecology. Topics that are interwoven throughout the course include principles of ecology as seen in the structure and function of the ecosystem; pollution of air, soil, and water resources; population explosion and the relationship of people, disease, and food production; and environmental controls necessary for survival.
Prerequisite: None

G330 American Literature 40 hours, 4 credits
This course surveys authors, genres, and movements in American literature from 1865 to the present, including representative works of Realism, Naturalism, Modernism, and Post-Modernism/Post-Structuralism. Students will engage in critical readings of exemplary literary texts from a diverse group of authors that have influenced American literature since the Civil War. Students will analyze how these works of literature exemplify particular historical moments in U.S. history, as well as how they communicate pertinent cultural issues such as gender, race, ethnicity, class, religion, sexual identity, community, war, and modernity.

Prerequisite: English Composition, Introduction to Literature

G332 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

G333 American Religious History 40 hours, 4 credits
In this course students will be presented with an historical inquiry into the ideological origins and social context of American religious life. The importance of religion in the settlement of America and its role throughout American history will be explored and analyzed. Discussions of various historical and contemporary and emerging religious movements will also be discussed.
Prerequisite: none

G335 Contemporary World Literature: 1900 to the Present 40 hours, 4 credits
This course explores how authors from around the world have engaged with important themes and historical events throughout the twentieth century. In studying these texts, students will examine the interplay of fiction and history, the varieties of literary style, and the qualities that link as well as distinguish works from different cultures. Students will respond to texts critically in discussion and essays, as well as research critical evaluations of literary topics, authors, etc.
Prerequisite: none

G380 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-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

G401 Comparative Politics 40 hours, 4 credits
This course will introduce students to the field of comparative politics by examining classification of political systems according to institutional and developmental characteristics Causes and costs of political stability and instability will be explored. Comparison will be made between contemporary political institutions and processes in various countries.
Prerequisite: none

G402 Statistics 40 hours, 4 credits
In this course students will learn to use various measures of location and variability to describe data. Concepts such as graphical and numerical descriptive measures, probability, conditional probability laws, discrete random variable, binomial and normal random variables, sampling distributions, central limit theorem, large and small sample confidence intervals for parameters associated with a single population and for comparison of two populations will be discussed. Hypothesis testing for large and small samples will be illustrated.
Prerequisite: Passing grade in Foundations of Math or placement determined by STEP assessment score.

G434 Gender in Math and Science 40 hours, 4 credits
This course examines the personal and collective educational experiences, career paths, and discoveries of female researchers, teachers, and practitioners in the fields of mathematics and science.
Prerequisite: none

* Courses with an asterisk are generally offered only as online classes.
Also looks at the complexities of defining the current threats and vulnerabilities. The course of the field of homeland security, its evolution; the current Department of Homeland Security. Terrorism. This course includes a review of the philosophical, historical, and multidisciplinary factors and circumstances which may excuse State court systems. The concept of evidence are explored. Statutory defenses, mitigating circumstances. Students will be introduced to the Federal and International concepts of retribution and rehabilitation. Students are introduced to correctional techniques for asuring the amounts and characteristics of crime and criminals. Prerequisite: Introduction to Criminal Justice

J120 Criminology 40 hours, 4 credits
This course examines the social and behavioral issues involved in the study of crime as a social phenomenon. This course is an exploration of what crime is, what causes crime, and the various techniques for measuring the amounts and characteristics of crime and criminals. Prerequisite: Introduction to Criminal Justice

J115 Introduction to Corrections 40 hours, 4 credits
A general overview of U.S. corrections, jails and prisons, institutional procedures and recent innovations in offender treatment. Students are introduced to correctional philosophies, practices and procedures. The concepts of retribution and rehabilitation are examined. Prerequisite: Introduction to Criminal Justice

J120 Policing in America 40 hours, 4 credits
This course utilizes a historical perspective to examine policing from its inception to law enforcement in modern American society. Prerequisite: Introduction to Criminal Justice

J125 Criminal Law and Procedures 40 hours, 4 credits
This course provides an examination of substantive and procedural criminal law. Students are introduced to the Federal and State court systems. The concepts of evidence sufficiency, standards of proof, and due process are explored. Statutory defenses, mitigating factors and circumstances which may excuse criminal responsibility, and common law principles are examined. Prerequisite: Introduction to Criminal Justice

J130 Introduction to Homeland Security* 40 hours, 4 credits
This course provides an introduction to the philosophical, historical, and multidisciplinary challenges of Homeland Security in combating terrorism. This course introduces key ideas of the driving forces that resulted in the creation of the current Department of Homeland Security. This will be accomplished through a review of the field of homeland security; its evolution and critical issues, and an examination of current threats and vulnerabilities. The course also looks at the complexities of defining the roles of federal, state, local government, and the private sector. Prerequisite: Introduction to Criminal Justice

J200 Domestic Violence 40 hours, 4 credits
This course examines violence in the family; social, legal, and political factors. The course examines theories and solutions on family violence; survivors and the consequences of victimization; legal responses; the role of the legal system in responding; recognizing child abuse; recognizing elder abuse; associated crimes and stalking and domestic violence. Prerequisite: Introduction to Criminal Justice

J205 Juvenile Justice 40 hours, 4 credits
An overview of the juvenile justice system including the nature and extent of delinquency, explanatory models and theories, the juvenile justice system, juvenile court practices and procedures. The role of law enforcement and juvenile correctional officer will be explored as well as juvenile training schools, probation and aftercare treatment. Prerequisite: Introduction to Criminal Justice

J230 Terrorism* 40 hours, 4 credits
Students in this course will receive an in-depth overview of terrorism, both domestic and International. (This course is designed to provide students the necessary skills to recognize acts of terrorism and gain insight into terrorists’ perceptions and motivations.) The course will touch on the causes and motivations that drive terrorism, their methods of operation, and the impact of terrorism on the United States and abroad. Students will examine the necessary effort of planning preparedness within the governmental regulatory framework. Students will come to understand and appreciate the complexities of community and national disaster relief procedures, including combating weapons of mass destruction and cyber-terrorism. Prerequisite: Introduction to Criminal Justice

J245 Security Challenges* 40 hours, 4 credits
This course is an examination of the field of security and the security challenges faced in the current world situation. Both public and private security issues will be evaluated based on organization, law, and policy. Defense basics will be explored internally and externally. Specific threats to transportation, cargo, and information. From terrorism will be reviewed. This course concludes with a critical look at the future of security. Prerequisite: Introduction to Criminal Justice

J250 Drugs and Crime 40 hours, 4 credits
The course will focus on the physical, psychological, and sociological aspects of drug and alcohol abuse. Treatment and prevention of abuse will be explored. In addition, policy implications of drug use and the criminal justice system response will be analyzed. An overview of the theories of use, drug business, and drug law enforcement will be explored. Such recent developments as “club drugs,” inhalants, herbal stimulants, and designer drugs will also be discussed. Prerequisite: Introduction to Criminal Justice

J255 Ethics in Criminal Justice 40 hours, 4 credits
This course provides a strong theoretical foundation for solving ethical dilemmas. Students will gain a realistic picture of many of what ethical questions arise in criminal justice, but also of low sound moral decision are made in response to them. Prerequisite: Introduction to Criminal Justice

J280 Contemporary Issues in Criminal Justice Capstone* 40 hours, 4 credits
This course examines the future of the criminal justice system. The current cutting-edge technology in different fields within the criminal justice system is discussed along with the possible impact. This course will be introduced along with discussions of the ethical, legal, social, and political ramifications expected. This course includes ten hours of field experience. Prerequisite: Introduction to Criminal Justice. Students must be enrolled in the Criminal Justice program and in their last or second to last quarter.

M120 Medical Terminology* 40 hours, 4 credits
This is a basic medical vocabulary-building course. An emphasis will be placed on the most common medical terms based on prefixes and suffixes, Latin and Greek origins, and anatomic roots denoting body structures. All body systems will be covered with a focus on word parts, terms built from word parts, abbreviations, and basic disease and surgical terms. Students will be expected to focus on spelling and pronunciation. Prerequisite: none

M140 Basic ICD-9-CM Coding 40 hours, 4 credits
This course provides in-depth study of the International Classification of Diseases (ICD-9-CM) using sample exercises and medical records to develop skill and accuracy in coding in various health care settings. Students will apply ICD-9-CM coding guidelines appropriate to the coding situation and will cover coding of all body systems. Prerequisite: Medical Terminology, Pathology I (prequisite or corequisite)

M140A Intermediate ICD-9-CM Coding 40 hours, 3 credits
This course is a continuation of Basic ICD-9-CM with developmental practice to increase proficiency in coding with ICD-9-CM using practice methods. Students will apply coding guidelines and knowledge of commonly accepted payment methodologies to medical record coding. Use of coding and grouper software will be introduced as well as the use of registries and indices. Prerequisite: Basic ICD-9-CM Coding

M141 Ambulatory Care Coding 40 hours, 3 credits
The emphasis in this course is medical coding in an ambulatory care setting. Students will develop an understanding of HCPCs coding with an emphasis on CPT. Prerequisite: Intermediate ICD-9-CM Coding

M200 Medical Office Procedures 40 hours, 4 credits
This course is designed to provide students with an understanding of the administrative duties performed in the medical office. Coverage includes preparing, filing and maintaining medical records; knowledge of the various types of health insurance coverage, coding and reimbursement; confidentiality and guidelines for releasing health information; and effective oral and written communication skills. Prerequisite: Medical Terminology

M205 Medical Transcription* 40 hours, 3 credits
The student will transcribe medical histories, physical examinations, and other medical reports from transcription tapes and will apply knowledge of medical terminology, anatomy, and physiology to the transcription process. Emphasis is placed on accuracy of medical terminology and accurate spelling of medical terms. Prerequisites: Medical Terminology, Keyboarding I

M206 Medical Transcription II* 40 hours, 3 credits
A continuation of Medical Transcription I, this course will build transcription skill while introducing students to additional medical formats and specialties, including cardiology, gastrointestinal, orthopedics, general pathology, and selected specialty options. The course includes transcriptions from tapes of health care professionals who are non-native speakers of English and operative reports. Prerequisite: Medical Transcription II

M208 Introduction to Health Information Management 40 hours, 4 credits
This course introduces the student to the history of the profession of the health information technician and the management of health information. Students learn about the organization of health care facilities, the members of the health care team who contribute to and use health information, and trends in the management of health care records. Students will learn about the format and content of medical records, and develop a background knowledge of the organization and storage of health information. Prerequisite: None

M209 Medical Insurance and Billing 40 hours, 3 credits
An introduction to common 3rd party payors, insurance terminology, and medical billing including claim forms preparation and processing, electronic claim submission, and a review of introductory medical coding. It provides an overview of medical office accounting procedures, and introduces the features of a patient billing system. Software is used to simulate a medical office environment. Prerequisite: Medical Terminology

M211 Quality Analysis and Management 40 hours, 4 credits
This course covers quality improvement methodologies used in acute and long term care, and the quality issues of health information services. This course includes data collection and compilation of health care statistics. Prerequisite: Introduction to Health Information Management

* Courses with an asterisk are generally offered only as online classes.
COURSE DESCRIPTIONS

M218 Management of Health Information Services
40 hours, 4 credits
The study of management, supervision, and human resource principles with application to health information service departments in various health care settings. Students will learn how to measure and manage productivity of HIM staff and explore the HIM management role in relation to other hospital departments. Prerequisite: Introduction to Health Information Management (or co-requisite)

M223 Pathology I
40 hours, 4 credits
Students will learn basic concepts and terminology related to diseases and disorders of the human body. Focus is on the structure, nature, causes, diagnostic procedures, pharmacology, and treatment and prevention of common diseases of selected human body systems. Prerequisite: Human Anatomy and Physiology I, or Structure and Function of the Human Body

M224 Pathology II
40 hours, 4 credits
Continuation of studies of the basic concepts and terminology related to diseases and disorders of the human body. Focus is on the structure, nature, causes, diagnostic procedures, pharmacology, and treatment and prevention of common diseases of selected human body systems. Prerequisite: Pathology I

M229 Healthcare Information Technologies
40 hours, 4 credits
This course covers the elements of the electronic health record planning and implementation process as well as the ongoing management of systems. It provides a solid background about EHR history, trends, and common challenges. Students will also explore technology and software applications in various healthcare disciplines. Prerequisites: Introduction to Health Information Management, Computer Information Systems

M320 Medical Law and Ethics
40 hours, 4 credits
A study of the United States legal system and court process with emphasis on legal and ethical issues within the health care environment. Fraud and abuse, patient privacy and confidentiality, and professional practice law and ethics will be covered. The course will include a project that is specific to the student’s program of study. Prerequisite: None

M251 Medical Coding Practicum* 30 hours, 1 credit
This course offers supervised practical experience in a simulated campus or online setting, or a health care facility arranged by the student, with a minimum of 30 hours of practical experience in medical coding under the direction of a college HIT/Coding instructor or practicing medical coding professional. The practicum offers the student experience as a medical coder using actual or simulated medical documentation, and is essential to training. Prerequisite: Ambulatory Care Coding

M252 Health Information Practicum* 60 hours, 2 credits
Supervised practical experience in healthcare settings, with a minimum of 60 hours field experience in health information technology under the direction of a practicing health information management professional. The field practicum lets the student gain experience as a health information technician in an actual healthcare work setting, and is essential to training and certification. Prerequisites: Medical Law and Ethics, Healthcare Information Technologies, Quality Analysis and Management

M280 Medical Transcription Capstone* 50 hours, 3 credits
A supervised experience in medical transcription work settings, simulated lab, and student assignments and presentations that demonstrate competency and understandings of the medical transcription field. Students-planned field trips will be required. Students will transcribe actual medical dictation and be evaluated by the instructor on transcription accuracy, productivity, and professional/ethical conduct. The Capstone is intended to integrate coursework acquired through practical experience in a workplace or simulated setting. Prerequisite: Medical Transcription II

MA110 Clinical Skills I 60 hours, 4 credits
In this course students will begin their study of the essential and basic core of back-office medical-assisting skills. They will learn the basics of the medical-assisting profession, and will master skills including infection control, interpersonal communications, professionalism in the medical office, the office environment, scheduling of appointments, viral signs, patient assessment, and education. They will follow applied-learning approaches to all skill-development and performance objectives. Prerequisites: Medical Terminology, Human Anatomy and Physiology I

MA125 Pharmacology for the Allied Health Professional 40 hours, 4 credits
Students in this course will learn the pharmacology concepts necessary for a variety of allied-health programs. They will study drugs according to their therapeutic applications. They will examine pertinent physiologic and related diseases before discussing the pharmacology of the drug. Students will also learn basic regulations that apply to drugs. Prerequisites: Medical Terminology, Human Anatomy and Physiology I

MA130 Clinical Skills II 60 hours, 4 credits
Students will continue their study of the essential and basic core of back-office medical-assisting skills. They will master skills including bookkeeping procedures, collecting fees, healthcare coverage, medical-office management, diagnostic tests, x-rays, specialty procedures, injections, immunizations, medications, first aid, CPR, medical emergencies, venipuncture, and behaviors influencing health. They will follow applied-learning approaches to all skill-development and performance objectives. Prerequisite: Clinical Skills I

MA235 Laboratory Skills for Clinical Practice 60 hours, 4 credits
In this course students will learn the basic principles of laboratory skills. They will study medical and laboratory procedures and techniques that are significant to medical and laboratory assistants as well as to other healthcare professionals. They will learn to perform laboratory procedures include microhematocrit, red rates, blood glucose, blood typing, urinalysis, red and white blood counts, preparing a direct smear, culture techniques, and Gram staining. Students will also explore quality control, testing, reporting, maintenance, and quality assurance. Prerequisite: Clinical Skills II

MA241 Human Anatomy and Physiology I 80 hours, 5 credits
In this course students will begin their study of the structure and function of the human body. They will examine topics including basic chemistry and cell biology, tissues, and the integumentary, skeletal, muscular, nervous, sensory, and endocrine systems of the body, and the study of medical terminology is emphasized. Students will complete laboratory exercises coordinated with course content and including microscopic observation, experimentation, study of anatomical models, and dissection activities. Prerequisite: none

MA242 Human Anatomy and Physiology II 80 hours, 5 credits
In this course, students will continue their study of human anatomy and physiology begun in Human Anatomy and Physiology I. Students will examine the circulatory, lymphatic and immune, respiratory, urinary, digestive, and reproductive systems, as well as fluid and electrolyte balance, acid-base balance, and nutrition and metabolism. Students will complete laboratory exercises coordinated with course content and including microscopic observation, experimentation, study of anatomical models, and dissection activities. Prerequisite: Human Anatomy and Physiology I

MA245 Medical Office Management and Clinical Practice Externship 160 hours, 6 credits
Students will engage in an 11-week on-the-job training experience in a physician’s office/clinic in their field of study or medical-specialty interest. The extern will perform medical-assisting job duties in both the front-office administrative area and the back-office clinical area, in order to develop on-the-job learning skills. Under no circumstances will the student extern receive pay for the externship hours worked. In the lecture portion of the course, students will learn job-search techniques and skills for entry-level medical assistants. Prerequisites: Laboratory Skills for Clinical Practice, approval of Medical Office Management and Clinical Practice Program Coordinator

ML100 Introduction to Clinical Laboratory Science 40 hours, 3 credits
An introduction to laboratory medicine and the profession of clinical laboratory science. This course will emphasize professionalism, laboratory safety, and routine laboratory procedures including quality control and lab math. Prerequisites: Foundations of Math or passing score on STEP examination.

ML150 Clinical Chemistry I 40 hours, 3 credits
An introduction to analytical techniques, instrumentation, and basic principles of clinical chemistry methods. Presents the theory and application of biochemical analytes, including clinical significance and normal reference ranges. Prerequisites: Introduction to Clinical Laboratory Science, Human Anatomy and Physiology I, College Algebra

ML151 Hematology I 40 hours, 3 credits
Introduction to the theory and practical application of routine and special hematology procedures. Presents red-blood-cell function, hemostasis, and associated diseases. The student laboratory focuses on identifying normal and abnormal red-blood-cell morphology and the evaluation of stained blood smears. Prerequisites: Introduction to Clinical Laboratory Science, Human Anatomy and Physiology I

ML152 Urinalysis 40 hours, 3 credits
An introduction to urinalysis and body-fluid analysis. Includes anatomy and physiology of the kidney, and physical, chemical, and microscopic analysis of urine, cerebral spinal fluid, and other body fluids. Prerequisites: Introduction to Clinical Laboratory Science, Human Anatomy and Physiology I

ML153 Clinical Microbiology I 40 hours, 3 credits
This course will include basic concepts of microbiology. Emphasis will be placed on cell structure and function of human, pathogenic microorganisms. Disease, resistance and immune system function will be included. Methods of microbe control will be introduced. A student laboratory will be utilized for experiences in fundamental microbiology techniques. Prerequisites: Introduction to Clinical Laboratory Science, Human Anatomy and Physiology I

ML201 Clinical Chemistry II 60 hours, 4 credits
Expanding upon concepts learned in Clinical Chemistry I, this course further examines the principles and procedures of various tests performed in Clinical Chemistry. Integral to this course is continued explanation of the physiological basis for the test, the principle and procedure for the test, and the clinical significance of the test results, including quality control and normal values. Prerequisite: Clinical Chemistry I

ML202 Hematology II 60 hours, 4 credits
Expanding upon concepts learned in Hematology I, this course further examines the theory and practical application of routine and special hematology procedures. Presents white blood cell function, hemostasis and associated diseases. The student laboratory focuses on identifying normal and abnormal white blood cell morphology and the evaluation of stained blood smears. Coagulation principles and techniques will be included. Prerequisite: Hematology I

ML203 Immunology 40 hours, 3 credits
* Courses with an asterisk are generally offered only as online classes.
Basic immunology and serology concepts will be presented with an emphasis on selected infectious diseases and autoimmunity disorders. The theory of immunologic and serologic procedures will also be presented.

Prerequisite: Human Anatomy and Physiology I

ML205 Immunohematology 40 hours, 4 credits
An introduction to the fundamentals of the immune system and the principles of genetics as they apply to blood group inheritance and blood banking procedures. Includes donor selection, blood collection, blood component processing and administration of blood components. Utilizes a student laboratory for experiences in routine blood banking procedures.

Prerequisites: Hematology I, Immunology

ML206 Clinical Microbiology II 60 hours, 4 credits
Expanding on concepts learned in Clinical Microbiology I, this course provides further instruction in basic microbiology with emphasis placed on viruses, fungi and parasites. Epidemiology and infection control will be introduced. A student laboratory will be utilized for experiences in fundamental microbiology techniques.

Prerequisite: Clinical Microbiology I

ML207 Clinical Practicum 360 hours, 12 credits
Supervised clinical rotations of the clinical chemistry, microbiology, urinalysis, hematology; blood bank, phlebotomy, and specimen-collection departments of the clinical affiliate.

Prerequisite: Approval by campus coordinator, completion of all coursework required by clinical affiliate.

MT245 Kinesiology 40 hours, 4 credits
This course is an introduction to the skeletal and muscular system. An emphasis is on the fascial system and movement of the body. The students will have a basic knowledge of kinesiology.

Prerequisite: Human Anatomy and Physiology I

MT246 Kinesiology II 50 hours, 4 credits
The purpose of this course is to provide an in depth knowledge of muscular and skeletal systems and the relationships to movement. Students will learn the innervation and arterial supply of the head, neck, trunk, leg, arm, and pelvis. An emphasis on how muscles function with the structure of the body will be taught. In this course this a lab portion where students will be palpating muscles and the movement that partners with it.

Prerequisite: Kinesiology

PB105 Phlebotomy 40 hours, 3 credits
Skill development in the performance of a variety of blood collection methods using proper techniques and universal precautions. Includes vacuum collection devices, syringes, capillary skin punctures, butterfly needles, blood cultures and specimen collection on adults, children, and infants. Emphasis on infection prevention, proper patient identification, labeling of specimens and quality assurance, specimen handling, processing and accessioning. Utilizes a student laboratory for experiences in basic phlebotomy procedures.

Prerequisites: Introduction to Clinical Laboratory Science, Human Anatomy and Physiology I

PL100 Introduction to Law and the Legal System*

PL110 Introduction to Legal Research* 40 hours, 4 credits
This course introduces the Legal Research and Writing process for Paralegals. Combining classroom lectures, library demonstrations and supervised in-class practice sessions, students will develop an overview of legal research and writing techniques. Students will be introduced to research sources, and their use will be emphasized.

Prerequisite: Introduction to Law and the Legal System

PL121 Civil Litigation and Procedure I* 40 hours, 4 credits
Students will examine the lawyers and paralegal's roles in handling civil cases and the means by which the objectives of litigation may be achieved. Strategy and mechanics of civil procedure will be explored in depth, and students will be required to prepare complaints, motions, and answers.

Prerequisite: Introduction to Law and the Legal System

PL122 Civil Litigation and Procedure II* 40 hours, 4 credits
Students will continue to develop and refine litigation skills. The course will focus on discovery, pre-trial procedure, trial procedure, post-trial procedure, and initial appellate documents.

Prerequisite: Civil Litigation and Procedure I

PL140 Contracts* 40 hours, 4 credits
This course will provide students with a practical approach to the law of contracts. The class discussions will include analyzing contracts, breach of contracts, and the remedies provided for a breach of contract.

Prerequisite: Introduction to Law and the Legal System

PL211 Legal Research and Writing I* 40 hours, 4 credits
After exchanging the sources of law and the structure of the federal and state court systems, students will be introduced to case and statutory analysis and to an understanding of the role of the paralegal in performing substantive legal analysis and writing tasks. They will learn how to analyze and synthesize written opinions and will complete three significant writing projects.

Prerequisites: Introduction to Legal Research, English Composition

PL212 Legal Research and Writing II* 40 hours, 4 credits
Students will continue to develop their writing and researching skills. Students will use the results of their research in connection with at least three (3) significant writing projects, including memoranda of law.

Prerequisite: Legal Research and Writing I

PL215 Real Estate Law* 40 hours, 4 credits
This course provides the basic concepts of the law of property enabling the student to perform connected duties in a law office, title company, or financial institution. Upon completion of the course, the student will be able to prepare purchase and sales agreements, deeds, mortgages, closing statements with warranties and other real estate related documents. The student will have a working knowledge of title searches and a thorough understanding of closing procedures. The student will also become familiar with mortgage foreclosures, landlord/tenant law, and zoning regulations.

Prerequisite: Introduction to Law and the Legal System

PL219 Law Office Technology* 40 hours, 4 credits
This course introduces students to the fundamentals of how to use computer technology to accomplish tasks handled by paralegals in a law office. Students will be introduced to and given the opportunity to utilize law oriented computer software applications. Students will be exposed to exercises designed to provide the skills utilized by paralegals in file management, time, and dockets management.

Prerequisite: Introduction to Law and the Legal System

PL225 Torts* 40 hours, 4 credits
This course examines the fundamentals of tort law and provides a basic understanding of the principles of tort litigation. Through classroom lectures, discussions, presentations, and supervised laboratory research, students will develop an overview of causes of actions in torts and their relevancy to the paralegal.

Prerequisite: Introduction to Law and the Legal System

PL230 Family Law* 40 hours, 4 credits
This course is designed to teach the student to handle client interviews, to draft necessary pleadings and supporting documents, and to perform research relative to the practice of family law and domestic relations matters. The student will develop an understanding of the law relating to marriage, cohabitation, divorce, annulment, custody and support, adoption, guardianship and paternity. Students will draft pleadings and documents including annulments and consent agreements.

Prerequisite: Introduction to Law and the Legal System

PL235 Clinical Microbiology II 40 hours, 4 credits
Using real-life applications and examples from successful business people, this class offers competency-based instruction to guide students through the steps of developing a business plan for a new small business.

Prerequisite: Introduction to Business

S115 Keyboarding I* 40 hours, 3 credits
This course introduces students to the keyboard and basic formatting for business documents. An objective of 38 wpm on five-minute timed writings with 5 or fewer errors is the course goal.

Prerequisite: none

S116 Keyboarding II* 40 hours, 3 credits
This course is a production course with emphasis on document composition. Students will build upon skills gained in Keyboarding I and using their higher order thinking skills. This course will require student use of correct formatting in the creation of appropriate ethical and legally correct documents. An objective of 38 wpm on five-minute timed writings with 5 or fewer errors is the course goal.

Prerequisite: Keyboarding I

S120 Word for Windows* 40 hours, 3 credits
This course is designed to investigate the advanced applications and concepts available in Microsoft Office Word. Students will be introduced to word processing features ranging from the creation of new documents to mail merge and web pages. This course is designed to help prepare students for the Word portion of the MOS examination exam.

Prerequisite: Computer Information Systems
ST102 Microbiology for Surgical Technologists
30 hours, 3 credits
This course has been designed to educate the student in the treatment of the disease-causing organisms that may present with a surgical patient or develop post-surgery as an acquired infection. This course specifically addresses the needs of the surgical technologist in maintaining aseptic techniques and caring for surgical patients before, during, and after surgery.
Prerequisites: Medical Terminology, Human Anatomy and Physiology I

ST112 Surgical Procedures I
60 hours, 4 credits
This course has been designed to orient the students to surgical technology and prepare them for scrub and circulator duties as well as Surgical Practicum I.

ST203 Surgical Procedures II
60 hours, 4 credits
This course has been designed to orient the student to the duties and responsibilities as the role of “Scrub” in the field of surgical technology. Surgical areas explored and applied in this course include otolaryngology, maxillofacial, plastic and reconstructive, genitourinary, orthopedic, cardiothoracic, peripheral vascular, and neurosurgery. This course is a preparatory course for Surgical Practicum II.

ST204 Surgical Procedures III
60 hours, 4 credits
This course has been designed to orient the student to the duties and responsibilities as the role of “Circulator” in the field of surgical technology. Surgical areas explored and applied in this course include otolaryngology, maxillofacial, plastic and reconstructive, genitourinary, orthopedic, cardiothoracic, peripheral vascular, and neurosurgery. This course is a preparatory course for Surgical Practicum III.

ST215 Surgical Tech Practicum I
250 hours, 8 credits
This course is designed to provide the student with a solid introduction to the operating room and scrub routines. One of the assumptions of this curriculum is that the student who has passed the Clinical Readiness Portion of the program should begin scrubbing until Week 1 of Surgical Tech Practicum II. This course functions to expand knowledge gained in the Introduction to Surgical Technology course and support the knowledge being gained in the Surgical Procedures courses.
Prerequisite: Surgical Tech Practicum I

ST220 Surgical Tech Practicum II
250 hours, 8 credits
This course is designed to provide the student with a solid introduction to the operating room and scrub routines. One of the assumptions of this curriculum is that the student who has passed the Clinical Readiness Portion of the program should begin scrubbing until Week 1 of Surgical Tech Practicum II. This course functions to expand knowledge gained in the Introduction to Surgical Technology course and support the knowledge being gained in the Surgical Procedures courses.
Prerequisite: Surgical Tech Practicum I

Academic Information

Student Definition
The word student means the student himself if he/she is the party to the contract, or his/her parents or guardian or other person if, the parent, guardian or other person is party to the contract on behalf of the student.

Class Content
The College reserves the right at any time to make changes to improve the quality or content of the program of study offered. The College reserves the right to cancel any classes or programs when enrollment is under 15 students.

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
• Application fee
• An attestation of high school graduation. If the attestation is found to be untrue, 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.
• Completed Placement Examinations (taken at Rasmussen College).

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

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Score</th>
<th>Course Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>0-16 items correct</td>
<td>B097, Foundations of English I</td>
</tr>
<tr>
<td>English</td>
<td>17-24 items correct</td>
<td>B098, Foundations of English II</td>
</tr>
<tr>
<td>English</td>
<td>25-35 items correct</td>
<td>G124, English Composition</td>
</tr>
<tr>
<td>Math</td>
<td>0-16 items correct</td>
<td>B099, Foundations of Math</td>
</tr>
<tr>
<td>Math</td>
<td>17-35 items correct</td>
<td>G233, College Algebra</td>
</tr>
</tbody>
</table>

Assessment
Rasmussen College has developed an institutional culture wherein assessment is at the heart of the College’s daily functions. The Rasmussen College Comprehensive Assessment Plan (CAP) is the primary measurement for the Institution’s mission. The CAP is organized around the Mission Statement and the six Purposes that support the mission. For each purpose, supporting objectives have been developed, and assessment tools are used to collect data and assess each objective. In this way, the College systematically assesses the purposes and, ultimately, the mission of the institution.

In the spirit of this learning-focused approach to assessment, academic assessment at Rasmussen College follows a pattern of incoming, ongoing, and outcome assessment. The College has an academic assessment plan which is essential for evaluating and improving the quality of learning and instruction. The academic assessment plan evaluates incoming student skills through a placement test to ensure that all students have basic literacy and numeracy skills, in an ongoing fashions in individual courses, and at the end of programs through the Graduate Achievement Portfolio (GAP) and program outcomes assessment.

Submission of a Graduate Achievement Portfolio, in which students demonstrate their communication, critical thinking, and information literacy skills, is a graduation requirement which students fulfill in E242 Career Development or in an appropriate capstone for their program.

Developmental Education
The goal of developmental education is to provide students with a solid foundation of basic skills and knowledge as they move on to college-level classes. Placement into foundation courses reflects the commitment Rasmussen College has to ensuring the success of all students and to providing educational opportunities to those who enroll. All new students who enroll in a degree, diploma, or certificate program are required to take the STEP reading, writing, and math placement tests. Returning students who did not take the STEP test or COMPASS test but who have successfully completed the courses at Rasmussen College for which Foundations courses are prerequisites do not need to take the STEP test. Returning students who have not successfully completed the Foundations courses or the courses for which Foundations courses are prerequisites must take the STEP test. Coursework in math or English that is numbered below 100 is considered to be developmental. STEP scores are used to appropriately place students in English and math courses according to skill level. See Entrance Assessment Table for placement scores.

These credits are not counted toward graduation, and each must be passed with a grade of ‘S’ in order to proceed to the next course in the sequence. Students enrolled in programs that do not contain English Composition or College Algebra, but who test within the range of remediation, will be required to complete the foundation courses. Students who transfer from other colleges, and whose test scores fall within the range of remediation, will be required to complete the foundation courses. Students who test at remediation level, and who wish to transfer courses that have foundations courses as prerequisites, must first complete the foundations courses. Students enrolled in foundation courses are eligible for financial aid. Foundation courses must be taken in conjunction with courses contained in an eligible program.

Accommodations Policy
Rasmussen College recognizes its obligations 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 the qualified disabled students and faculty members in all programs, activities and employment.

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

STEP Retest Policy
The STEP entrance exam may not be retaken for initial placement purposes after the start of the session. On occasion, however, a retest may be allowed prior to the start of a quarter. Such retests are only granted if extenuating circumstances exist that lead the enrolling student to feel that the STEP test results do not accurately reflect his or her true abilities. Only one such retest may be allowed, at the discretion of the Academic Dean.

Foundation Courses Timeframe
To help ensure student success, and that Rasmussen College is using the STEP placement test to its fullest potential, students who need foundation courses must complete all of those courses in their first three quarters. These students must, at a minimum, complete a foundation course in their first quarter of enrollment, except for students starting during a mid-term start who may complete the course within their first two quarters. If for some reason students fail to do this, they cannot continue their education at Rasmussen College.
Equipment
Rasmussen College strives to maintain its role as an educational leader by incorporating current technology. Rasmussen College provides technology and computer access, and internet access at each campus. Students will also have access to printers, additional software packages, electronic databases and a helpdesk as needed.

Educational Records Definition
A student’s education records are defined as files, materials, or documents that contain information directly related to the student and are maintained by the Institution. Access to a student’s education records is afforded to school officials who have a legitimate educational interest in the records, such as for purposes of recording grades, attendance, advising, and determining financial aid eligibility.

Grading System

**Percentage Scale**
- A: 90-100%
- A–: 87-89%
- B+: 83-86%
- B: 80-82%
- B–: 77-79%
- C+: 75-76%
- C: 73-74%
- C–: 70-72%
- D+: 67-69%
- D: 65-66%
- D–: 62-64%
- F: Below 62%

**Point Scale**
- A+: 100 to 99%
- A: 99 to 90%
- A–: 90 to 89%
- B+: 89 to 80%
- B: 80 to 79%
- B–: 79 to 78%
- C+: 78 to 77%
- C: 77 to 76%
- C–: 76 to 75%
- D+: 75 to 74%
- D: 74 to 73%
- D–: 73 to 72%
- F: Below 72%

**Alphabetical Grading System**
- A: Excellent
- A–: Very Good
- B+: Good
- B: Satisfactory
- B–: Average
- C+: Credit
- C: Pass
- C–: Marginally Credit
- D+: Must Do Better
- D: Pass
- D–: Below Pass
- F: Failure

**Nursing Programs Grade Scale**
The following grade scale applies to the specific Major/Course with programmatic designations in the Exercise Science, Medical Office/Clinical Practice, Medical Laboratory Technician, Massage Therapy, Phlebotomy, and Surgical Technology programs:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 to 93%</td>
</tr>
<tr>
<td>B</td>
<td>89 to 86%</td>
</tr>
<tr>
<td>C</td>
<td>85 to 79%</td>
</tr>
<tr>
<td>D</td>
<td>78 to 72%</td>
</tr>
<tr>
<td>F</td>
<td>Below 72%</td>
</tr>
</tbody>
</table>

**Independent Grade Policy**
An ‘I/In’ indicates an incomplete grade, and is temporary grade for a course which a student is unable to complete due to extenuating circumstances. An incomplete may be granted to a student at the end of a quarter at the discretion of the instructor under the following conditions:
1. An incomplete form is not valid unless signed by both the instructor and the student prior to the date that final grades are due.
2. If unsigned by the student or instructor, the calculated grade is to be entered as a final grade. Incomplete forms will be maintained by the respective campus for approval and resolution. Students must request an incomplete prior to the last day of the term.
3. The Academic Dean must be informed of all incomplete granted, and must sign the form as well.
4. Incompletes will be granted and instructors will take the following into consideration when granting an incomplete:
   a. The work to be completed must be regularly assigned work, identified in the course syllabus.
   b. The student can reasonably be expected to complete the work by the deadline.
   c. The student’s grade will be substantially improved.
   d. The student has demonstrated a commitment to completing work in a timely fashion.
   e. Granting the incomplete is truly in the best interest of the student.
5. By completing the work, one of the following will apply:
   a. The student will learn substantive information by completing the work.
   b. The student will have earned the necessary skills or gain substantially greater command of the subject matter.
6. Allowing the student extra time compensates for events or conditions not within the student’s control (i.e., illness, emergencies, etc.) as opposed to compensating for poor planning, poor attendance, or failure to take assignments seriously.
7. Incompletes may not be granted only for the sake of improved cumulative grade point average, nor will they be granted to allow students to make up “extra credit” work.
8. Credits for all incomplete courses will be counted as credits attempted but not earned in the quarter of enrollment. Incomplete grades must be completed within two weeks of the last day of class. An incomplete grade not completed by the deadline will be changed to an ‘F’ (or the calculated alternate grade designated by the instructor on the incomplete form) and will be included in the cumulative grade point average. The final grade awarded for the course is included in the calculation of the cumulative grade point average.
9. All incompletes, unless approved by the Dean, will be finalized by the 3rd week of the subsequent term.

**Institutional and Financial Aid Guidelines**

**Late Assignment Submission Policy**
Students may submit assigned work after the stated deadline. A 10% grade penalty is assessed for work up to twenty-four hours late; an additional 10% is assessed for each additional day the work is late. In some cases (such as late discussion postings) students may be asked to complete an alternate assignment for equivalent point value, minus any applicable penalty. Instructors may decide in favor of the student’s interest in the classroom experience, certain activities, such as labs and exams, must be completed at the designated time and therefore cannot be made up. The instructor should apprise students beforehand of any such activities.
In no circumstances may students submit work after the last day of the academic term unless an incomplete grade has been requested and granted beforehand.

**Academic Information**

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**Independent Study Policy**
Independent study applies when a student contracts to meet regularly with an qualified instructor to fulfill the assignments, tests, projects, and other tasks necessary to achieve the performance objectives of a given course. Independent study requires a student to be motivated and organized. Because an independent study does not provide the student with the classroom interaction normally expected in higher education, it is to be offered only when there is no alternative and as infrequently as possible.

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**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. Extenuating circumstances may allow other than the original 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.
- Miscellaneous of the final grade by the instructor.
- Students involving misunderstandings, misplaced assignments, or technical difficulties beyond the control of the student.

Accommodation for special circumstances such as short-term disability or family leave.

Grades must be consistent with course policies as outlined on the syllabus. In particular, stated policies regarding the acceptance of late work and points if not completed must be followed.

Students must contact their instructors within two weeks of the start of a subsequent term regarding grade changes. Instructors will have one week from the time they are contacted by students to consider any requests for grade changes. No grade changes may be made after the end of the third 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 by someone other than the original instructor include:
- Administrative errors regarding grades will be corrected by administrative staff as soon as they are identified.
- The original instructor is no longer available to submit a grade change (for example, an 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 grievances.

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**Independent Study Policy**
Independent study applies when a student contracts to meet regularly with an qualified instructor to fulfill the assignments, tests, projects, and other tasks necessary to achieve the performance objectives of a given course. Independent study requires a student to be motivated and organized. Because an independent study does not provide the student with the classroom interaction normally expected in higher education, it is to be offered only when there is no alternative and as infrequently as possible.

Students may take, and the College may offer, a course through independent study under the following conditions:

1. The course is not currently offered on-site or online.
2. Completion of the course is necessary for on-time graduation.
3. The need for the course in the quarter in question does not arise from the student’s decision to withdraw from the course in an earlier quarter, the student's failure to complete satisfactorily complete the course in an earlier quarter, or the student's decision to change programs.
4. The student will complete work of a similar quantity and quality as required in a regularly scheduled class and meet the standard performance objectives for the class.
5. The Academic Dean approves the plan for completing the course work.
Independent Study Policy (Continued)

6. The student and instructor meet once a week for a minimum of one hour with sufficient learning activities planned to fulfill the clock hour requirements of the course.

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

Independent study must meet the following guidelines:
Prior to the beginning of the independent study, the student and instructor must meet to define the following:

a. When and where they will meet each week.

b. Weekly objectives for work to be completed based upon the same weekly objectives defined by the syllabus for an on-site class.

c. Progress checks to be reviewed by the student and instructor.

d. Standards of academic quality for the work to be completed.

e. Deadline for all work to be completed at the end of the quarter.

Credit by Examination

Some students have life experiences or knowledge from other sources which they feel would be duplicated by a class at Rasmussen College. Eligible students may petition for credit by examination only for a 100-level course in which they have been scheduled if such exam has been developed. The request must be made to the Dean or Associate Campus Director prior to the start of the quarter. In rare circumstances, a student may have sufficient prior knowledge to warrant credit for examination for a 200-level course. In order to request credit by examination for a 200-level course, students must provide documentation of a minimum of two years of full-time work experience in an area directly related to their program of study, which may include a verification and recommendation from an employer.

E150 Success Strategies and E242 Career Development are courses specific to the College, facilitating lifelong career-placements services. Therefore, transfer credits may not be applied to these courses, and these courses are not available for credit by examination. Credit by examination is not offered for 300-level or 400-level courses. To receive credit by examination, a grade of “B” or higher is required. Examination is not offered for ES, MA, MB, ML, PN, or ST courses. For 100-level and 200-level D, N, NM, or W courses, industry certification may be accepted in lieu of the examination. The examination grade will be reflected as “TO” (Test-Out) on the students’ transcripts and will not count in their grade point average. In addition, these credits will not count as credits for financial aid purposes.

A credit by examination may only be taken once for each course. Students must complete 50% of their program requirements at Rasmussen College, and only 50% of their program requirements may be transfer credits from other post-secondary institutions or credit by examination.

Course Waivers

Students with a minimum of a two-year degree from an accredited institution of higher education, and a minimum cumulative GPA of 2.0, may request a waiver from Success Strategies if they wish. Students who meet these criteria may request a waiver in writing from the Academic Dean. The Academic Dean will review the student academic transcript, and if the criteria are met, will waive the Success Strategies course requirement, and the grade will be posted in the Rasmussen College student record as a “CW.”

Students with a minimum cumulative GPA of 3.0 in their program major courses may request a waiver for any scheduled M or P course or seminars if they wish. Students must complete and submit the required paperwork to their Department Chair prior to the start of the semester in which the practical work will be done. Students must have a variety of experiences in the necessary medical fields rather than from just one area, and documentation must be required from the student’s employer. The Department Chair will inform the Academic Dean of the result of the evaluation. If the waiver is granted the grade posted in the Rasmussen College student record will be a “CW.”

In some instances, the content of upper-level courses at Rasmussen College corresponds to lower-level courses in previous versions of the College’s two-year degree programs. (Although these courses were included in previous two-year degree programs, their content was more suited to the upper-level core of a four-year degree program.) Depending on the total credits needed to complete a program, the following may be applied:

1. If a bachelor’s degree program student has taken a previous lower-level Rasmussen College course that corresponds to an upper-level course, and the student has completed an excess of other lower-level credits, the lower-level course will be taken in internal transfer and a grade entry of “CW” will be posted in the student record for the upper-level course. Students must complete the required number of total credits to graduate from the bachelor’s degree program.

2. In some cases, to complete the required number of total credits for the bachelor’s degree program the student must complete an appropriate, additional upper-level course in substitution that has been approved by the Academic Dean. The earned grade for the course taken as a replacement will then be added to the student record and the grade and credits will be counted as part of SAP calculations. The course for which a substitution has been made will not be considered for SAP calculations.

Course Withdrawals

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

Transfer Credit Policy

1. Students who wish to transfer credits to Rasmussen College must first apply for admission to the College.

A completed application and fee must be submitted.

2. Official transcripts must be sent directly to Rasmussen College from every institution the student has attended.

3. As part of the acceptance process, official transcripts will be evaluated for transfer of credit. Students will receive notification regarding courses which transferred and the Rasmussen College courses they will replace. This decision is also noted on the Rasmussen College transcript.

Rasmussen College reserves the right to accept or deny transfer of credit based on the guidelines listed below.

E150 Success Strategies and E242 Career Development are courses specific to the College, facilitating lifelong career-placements services. Therefore, transfer credits may not be applied to these courses, and these courses are not available for credit by examination.

6. Rasmussen College awards quarter credits. In considering transfer courses, a semester credit is equivalent to 1.33 quarter credits.

7. Students may not transfer in and/or test out of more than a total of 50% of the program credit hour requirements.

8. All credit transfer is evaluated with the following guidelines:

A. Transfer credits from accredited colleges, other than Rasmussen College, will be evaluated on course content. Most courses that are comparable in content from other colleges will be accepted. Students who have received a "C" grade or higher to transfer a course to a Rasmussen College program.

B. Courses which have been transferred will be listed on the student’s transcript with a “TR” designation. However, grade points from institutions other than Rasmussen College will not be computed in the Rasmussen College grade point average.

C. Courses from accredited degree-granting colleges which are intended to transfer as general education requirements will be considered in the categories listed as “General Education Requirements” in the Rasmussen College catalog.

D. Transfer credits from within the Rasmussen College system will be transferred directly to Rasmussen College campus to another. Grade point averages and grades from courses taken at any of the Rasmussen College campuses will be transferred in the student’s final grade point average.

E. When courses are not accepted for transfer, a student may file an appeal through the following process:

1. The student completes an appeal form. Supplemental information such as a syllabus, course description, or text may be required.

2. The information will be reviewed by the Academic Dean, Campus Director, along with appropriate faculty.

3. The student will receive writing the decision of the department.

F. Students who enter at Rasmussen College are required to take the STEP placement exams. Should a student test at a level of remediation in English or Math, the College will not accept transfer in English Composition, College Algebra, Creative Writing, Professional Communication, or Statistics. Upon successful completion of the courses and subsequent passing of the placement exams, the College may reconsider transfer of credit in these courses.

Advanced Placement Credit

The College recognizes Advanced Placement (AP) examinations and courses based upon the CollegeBoard’s AP Central for Educators 5-point grade/value scale. Students with AP credits in general-education subjects may receive transfer credit in correlated general-education categories if the examination or course score is a 3 or higher. AP credits will be posted on student transcripts as credit for transfer (TR) and may not be assigned letter grades or applied to cumulative grade point average. AP credits with a 50% maximum allowed for waivers, test-outs, or transfer credits completed outside the College. Only AP examinations or courses that fit into the College’s general-education categories are eligible for acceptance as transfer credit.

Prerequisites

If there is a course listing a prerequisite, the student must have received a passing grade in the prerequisite.

General Education Philosophy

The purpose of general education is to promote breadth of knowledge and intellectual inquiry as a central purpose of all programs, each of which is intended to enable graduates to enjoy productive and satisfying careers. Through general education students are challenged to sharpen oral and written communication skills, to understand the breadth of disciplines that support their selected field of study, and to function responsibly and constructively in a rapidly changing world.

All programs at Rasmussen College are designed to prepare students for the challenges of career and community life. Regardless of length, each program will integrate general education concepts and skills to prepare students to:

1. Effectively communicate, orally and in writing, in the workplace, in the community, and interpersonally.

2. Analyze, evaluate, and solve problems that arise in employment and in life.

3. Locate, evaluate, and effectively use information from a variety of sources, print and electronic, meeting college standards for intellectual and academic integrity.

In addition to these cross-curricular general education concepts and skills, the general education coursework that is part of degree and diploma programs must also ensure specific general knowledge and content areas.

In the areas of English Composition and Communication, students will demonstrate understanding of basic rhetorical strategies including audience, purpose, definition, a thesis, effective organization, and 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; 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 fact and opinion; 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 impact social science; methods of qualitative and quantitative research; how social, cultural and political factors influence social and historical change.

General Education Requirements for Rasmussen College Credentials

AA degree candidates must successfully fulfill the general education requirements detailed in their chosen degree program. Students are expected to complete thirty-two (32) credits of general education coursework, distributed across the following five categories: English Composition, Communication, Humanities, Math/Natural Science, and Social Science.

BS degree candidates must successfully complete thirty-two (32) credits of general education coursework at the lower-division level; in addition, they must also successfully complete twenty-four (24) additional upper-division general education credits distributed across the following categories: Communication, Humanities, Math/Natural Science, and Social Science.
Diploma candidates must successfully complete twelve (12) credits of general education coursework, including English Composition, College Algebra, and an additional credit as designated by program.

Certificate programs typically do not include general education course requirements because they are designed to meet specific career goals. Courses that are primarily developmental or remedial in nature and content may not be included in the general education total.

Degrees, Diplomas, and Certificates

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 50% of their program requirements at Rasmussen College, and only 50% of their program requirements may be transfer credits from other post-secondary institutions or credit by examination. Clock hours listed in the synopsis of subjects are estimated hours of class work necessary to complete the subject. Students must have a cumulative grade point average of 2.0 to receive a degree, diploma, or certificate with a passing grade in each area.

Completion of Academic Achievement Portfolio (GAP) is a graduation requirement for all programs regardless of length. Various financial obligations to the College must also be met.

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

Transcripts

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

The institution reserves the right to withhold official academic transcripts from students under certain circumstances such as having an outstanding financial obligation to the College.

Transfer to Other Colleges

Graders or students who are considering transfer from Rasmussen College to other institutions recognize that Rasmussen College courses and programs focus on career preparation. Some of these courses are not accepted as transfer credit by other institutions. However, many academic credits earned at Rasmussen College are acceptable in transfer by various institutions. An up-to-date list of colleges with which Rasmussen College has transfer agreements is available from the Academic Dean.

Articulation and Consortium Agreements are formal agreements between institutions detailing the recognition of college credit between those institutions. These agreements ease the transfer of college credits and eliminate duplication of courses needed to meet graduation requirements. Rasmussen College has developed articulation and consortium agreements with colleges and universities to meet these needs as well as enhance student opportunities to meet their educational goals.

The College's status as a regionally accredited institution of the Higher Learning Commission greatly increases the likelihood of credit transfer from Rasmussen College to other colleges. Specific agreements with detailed transfer guides are available to assist students in determine their course of study.

It should be noted that in any transfer situation, regardless of the schools involved, the acceptance of credits is at the discretion of the accepting college.

Attendance

A basic requirement for employment in any business is regularity, or punctuality. Rasmussen College students are expected to be on time and in regular attendance for all of their classes. Business etiquette also requires a call in advance if an individual cannot attend. The College reserves the right to suspend or terminate any student whose conduct is detrimental to the educational environment. This includes, but is not limited to:

- By students, faculty, or staff that is detrimental within the classroom or laboratory environment;
- That interferes with the well-being of the fellow students and/or faculty and staff members;
- That damages 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 standards in behavior that may be expected.

Anti-Hazing Policy

It shall be the policy of the College to strictly prohibit and to punish any action or situation. All 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 College employment. The Campus Director of the College shall be responsible for the administration of this policy.

Dress Code

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

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.

Mid-quarter drop/add period:

Students may add an online course through Tuesday of the first week of the mid-quarter and drop a course through Friday of the first week of the mid-quarter 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 second week of the mid-quarter and before the sixth Friday of the quarter 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 mid-quarter 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.

Rasmussen College Early Start Program

High School juniors and seniors have the opportunity to earn college credit through Rasmussen College's Early Start Program. The Early Start Program is a great way for high school students to experience college while still supported by high school staff and mentors, try a course that may not be offered at the high school, or explore a possible future career by taking an introductory course. Early Start coursework is available to high school juniors and seniors on-campus or online with enrollment in the program dependent upon space availability. Students must meet the following criteria and expectations to participate in the Rasmussen College Early Start Program:

- Students must have prior approval from a parent/guardian and a high school official to be admitted to the program as evidenced by a signed Early Start Application and Approval Form.
- Students must complete an Application for Admission to Rasmussen College.
- Early Start students are not required to submit the application fee.
- Students must have a minimum cumulative high school grade point average of 2.00 out of a possible 4.00 and achieve a minimum score of 17 on the writing portion of the STEEP assessment.
- Students must take up to 8 credits per quarter without a tuition charge with a maximum of 24 credits per student earned through the Early Start Program.
- Students must cover the cost of textbooks and supplies for each course. Most technology courses require access to specialized hardware and software which are available to students on campus; Early Start students electing to complete these courses online will need to secure access to required hardware and software. The college can provide information about course specifics including textbooks prices and technology requirements.
- Applying to accept a space is available basis for each selected course.
- Early Start students must meet all course prerequisites as listed in the catalog.
- Students' academic advisor will review courses designated with “MA” or “ML” are not available to Early Start students.
Rasmussen College Early Start Program (Continued)

• To continue enrollment in the Early Start Program, students must maintain a minimum Rasmussen College cumulative grade point average of 2.25 out of 4.00.

• The application deadline is four weeks prior to the start of the intended quarter of enrollment.

• Students will receive college credit toward a Bachelor of Science (BS) degree at Rasmussen College.

• The College reserves all rights to withdraw from any online course and all online students are required to attend an online orientation session upon registration for their first online course and all online students are required to attend an online orientation session upon registration for their first online course.

• Online courses are asynchronous and are fully online.

• Online course activities and instruction are conducted utilizing chat, email, message boards, and interactive web sites.

• Students are required to submit an online application and submit all necessary documentation to be considered for admission to the College.

• Students who fail to meet the deadline for online registration may be charged a fee.

• Tuition rates are as follows:

  - $1325 per course for two (2) or fewer courses
  - $1375 per course for three courses
  - $1425 per course for four or more courses

• The College reserves the right to withhold the release of academic information, and other records, pending settlement of any amount due the College.

Tuition Structure

Tuition rates are as follows:

• Mid-term Starts for all courses:
  - $975 per course for 100–200 Level Courses
  - $1125 per course for “ES,” “MA,” “ML,” and “PN” designated courses

• Mid-term Starts for all courses:
  - $1125 per course for four or more courses

• Students taking four or more classes shall only be charged for four classes, except for those students in Medical Lab Technician and they shall have to pay for all classes taken.

• Students not enrolled in an eligible program who elect to take courses without earning college credit are charged sixty percent (60%) of the total cost of the course, plus the cost of books and other fees effective January 1, 2008. This non-credit option is NOT available for courses beginning with a “N,” “NW,” “ML” and “W.” Students who elect to take non-credit courses on a non-credit basis are not guaranteed full technology access; however, every effort will be made to provide technology resources. Transcripts denote a “Z” upon completion of the course.

• Students may choose to convert the “Z” to a letter grade and earn credit for an additional cost of forty percent (40%) of the total cost of the course.

• Books and classroom resources are included in tuition as determined and distributed by the College.

The State of North Dakota Cancellation, Termination, Refund Policy

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

• Each student will be notified of acceptance/rejection in writing. In the event a student is rejected, all tuition, fees and other charges will be refunded. In the event a student in any term who withdraws from the College must give written notice to the College. Date of withdrawal is the last day of recorded attendance.

• The College will acknowledge in writing any notice of cancellation within 10 business days after the receipt of request and will refund the amount due within 30 business days. Written notice of cancellation shall take place on the date the letter of cancellation is postmarked, or in the case where the notice is hand carried, it shall occur on the date the notice is delivered to the College.

• Notwithstanding anything to the contrary, if a student gives written notice of cancellation following written acceptance by the College and prior to the start of the period of instruction for which they have been charged (“Period of Instruction”), all tuition and fees paid, except the application fee, will be refunded. If any books or supplies provided by the College are not returned unused and in a condition that they can be returned to the supplier or a new student, the student will be assessed $100 per course for these books and supplies.

• 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, the amount for tuition, fees and other charges for the completed portion of the Period of Instruction shall not exceed the pro rata portion of the total charges for tuition, fees and other charges for the length of the completed period.

Refund Policy

• Student refunds are made within 30 days of the date of the refund, except for any non-refundable portion of the Period of Instruction.

• 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.

The State of Minnesota Cancellation, Termination, Refund Policy

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

• Each student will be notified of acceptance/rejection in writing. In the event a student is rejected, all tuition, fees and other charges will be refunded. In the event a student in any term who withdraws from the College must give written notice to the College. Date of withdrawal is the last day of recorded attendance.

• The College will acknowledge in writing any notice of cancellation within 10 business days after the receipt of request and will refund the amount due within 30 business days. Written notice of cancellation shall take place on the date the letter of cancellation is postmarked, or in the case where the notice is hand carried, it shall occur on the date the notice is delivered to the College.

• Notwithstanding anything to the contrary, if a student gives written notice of cancellation following written acceptance by the College and prior to the start of the period of instruction for which they have been charged (“Period of Instruction”), all tuition and fees paid, except the application fee, will be refunded. If any books or supplies provided by the College are not returned unused and in a condition that they can be returned to the supplier or a new student, the student will be assessed $100 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, the amount for tuition, fees and other charges for the completed portion of the Period of Instruction shall not exceed the pro rata portion of the total charges for tuition, fees and other charges for the length of the completed period.
A post-withdrawal disbursement occurs when a student who has been determined to have withdrawn is not eligible for a post-withdrawal disbursement to be made to the student, an offer of post-withdrawal disbursement must be made in writing (letter sent to student) within 30 days of the school's determination that the student withdrew. The letter explains the type and amount of funds available and explains to the student the option to accept or decline all or part of the monies. A 14-day response time is given to the student for their response. If no response is received within the 14 days, the remaining post-withdrawal disbursement is canceled.

Federal regulations dictate the specific order in which funds must be returned to the Title IV programs by both the school and the student, if applicable. Rasmussen College mandates the order of refunding monies in the following sequence: Unsubsidized Stafford Loans, Subsidized Stafford Loans, PLUS Loans, Pell Grants, 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.

The student is also eligible to receive a refund of institutional charges from Rasmussen College in completion of 75% of the quarter. Earned institutional charges are calculated by the day, up to the last day of recorded attendance. A $100 Administrative Fee per course enrolled is assessed to students who are required to re-enroll. The student must be enrolled in the course as a degree-seeking student and must meet the progression requirements. Students are allowed to re-enroll the institution only one time unless the Academic Dean, Campus Director or Academic Counselor determines that extenuating circumstances exist.

Return of Title IV Funds Policy

If a student withdraws or is expelled, they need to visit with the Campus Director, Academic Dean, or Academic Counselor to complete the Rasmussen College Notice of Change in Student Status form, which will begin the withdrawal process. Students are allowed to convey their withdrawal verbally by contacting the Campus Director, Academic Counselor, or Academic Dean. This verbal contact will also officially begin the withdrawal process.

Rasmussen College uses the state-mandated refund policy before the start of the 2nd week of the subsequent quarter 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, pursuant to the end of the enrollment period. 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 remaining in the quarter by the number of total calendar days in the quarter. Scheduled breaks of five or more consecutive days are excluded.

If funds are released to a student because of an overpayment, the student's account must be required to repay any of the federal grants if they withdraw.

A student withdrawing from school may be eligible for post-withdrawal disbursements according to federal regulations. A post-withdrawal disbursement occurs when a student who withdrawing more aid than had been disbursed, after the start of the Period of Post-withdrawal disbursements are made first from available grant funds before available loan funds and then proceeds down the school's determination that the student withdrew. Rasmussen College credits the student's account for any outstanding current period charges.

Non Federal Refund Distribution Policy

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

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

Non Federal Refund Distribution Policy (Continued)

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

• Amount of Institutional Share of the Title IV Refund

Rasmussen College provides prospective and enrolled students and employees with its current refund policy status and other federal Title IV rights. The College believes that this is an extension of its services and that it benefits the busy patron who can easily navigate a variety of different library databases. When fines are incurred in these instances and the librarian is unable to get the other library to dismiss the fines, other Rasmussen College will pay the fine or the patron will be notified of the amount of the fine owed and may be held accountable by the College.

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

Rasmussen College provides prospective and enrolled students and employees with its current Clery Act reporting procedure in the name of crime, sexual harassment, violence, and drug abuse.

Non-Discrimination Policy

Rasmussen College is strongly committed to providing equal employment opportunity for all employees and all applicants for employment. For us, this is the only acceptable way to operate our College. Rasmussen College provides equal employment opportunity and protects employees under non-discrimination in employment, compensation, and benefits.

Anti - Harassment and Sexual Violence Policy

Rasmussen College’s policy and responsibility to provide our employees and students an environment that is free from harassment. Rasmussen College expressly prohibits harassment of employees or students on the basis of gender. Harassment undermines our College community morals and our commitment to providing a safe and productive learning environment for all patrons. This policy is related to and is in conformity with the Equal Opportunity Policy of Rasmussen College to encourage and protect employees, students, and promote employees without regard to race, color, religion, creed, ancestry, gender, marital status, sexual orientation, national origin, age, physical or other disability, military or veteran status, or receipt of public assistance. Prompt investigation of allegations will be made on a confidential basis to ascertain the veracity of complaints and appropriate corrective action will be taken. An Executive Vice President or President will be notified of all allegations.

This will ensure a prompt, consistent, and appropriate investigation.

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

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

Members of this College community who believe they have been sexually harassed or have been the victim of sexual assault may properly turn for assistance to the Campus Director, Associate Campus Director, Director of Human Resources, Regional Vice President, Executive Vice President or President. Whether or not a person consults with a school official, he/she has the option of making an informal or formal complaint according to the procedures outlined below.

No retaliatory actions may be taken against any person because he/she makes such a complaint or against any member of the College community who serves as an advisor or advocate for any party in any such complaint. No retaliatory actions may be taken against any member of the College community merely because he/she or it has been the object of such a complaint.

Informal Resolution

Early efforts to control a potentially harassing situation are very important.

1. Sometimes sexual harassment can be stopped by telling the person directly that you are uncomfortable with his/her behavior and would like it to stop.
2. Writing a letter to the person or talking to the person’s supervisor can also be effective.
3. Go to a sexual harassment/victim support information center or discuss the matter with a friend.
4. Talk to others who might also be victims of harassment.
5. Any employee, faculty member, staff member, or student is encouraged to discuss incidents of possible sexual harassment with the Campus Director, Associate Campus Director, Director of Human Resources, Regional Vice President, or College President.

A Campus Director contacted by a person who may have been subjected to sexual harassment will give advice and guidance on both informal and formal procedures for solving the problem. During the informal inquiry process, all information will be kept confidential to as great a degree as legally possible.

No specific circumstances, including the names of the people involved, will be reported to anyone else, except the President, Executive Vice President and the Human Resources Director of the Corporate Counselor without the written permission of the person making the complaint. However, in the course of the inquiry Rasmussen College finds that the circumstances warrant a formal investigation, it will be necessary to inform the person complained against.

Incidents should be reported within 30 days. At any time during the procedures, both the person bringing a complaint and the person against whom the complaint is made may be a representative present in discussions with the Campus Director.

Resolutions and Informal Complaints

Anyone in the Rasmussen community may discuss an informal complaint with the Campus Director, Director of Human Resources, Associate Campus Director, Regional Vice President, Executive Vice President or President.

1. If the person who discusses an informal complaint with an advisor is willing to be identified to others but not the person against whom the informal complaint is made, the College will make record of the circumstances and will provide guidance about the person's role in solving the problem or avoid future occurrences.

While the confidentiality of the information received, the privacy of the individuals involved, and the wishes of the complaining person regarding action by the College cannot be guaranteed in every instance, they will be protected to as great a degree as possible.

The expressed wishes of the complaining person for confidentiality will be considered in the context of the College’s obligations to act on charges against and the right of the charged party to obtain information. In most cases, however, confidentiality will be strictly maintained by the College and those involved in the investigation.

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

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

Definitions

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

1. Subjection to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic advancement, and the subject of such conduct is made either explicitly or implicitly a term or condition of an individual’s work or academic performance or creating an intimidating, hostile, or offensive working or academic environment.

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

1. Subjection to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic advancement, and the subject of such conduct is made either explicitly or implicitly a term or condition of an individual’s work or academic performance or creating an intimidating, hostile, or offensive working or academic environment.

This policy prohibits behavior such as:

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

Sexual harassment can occur in circumstances where one person has positional power that can be used to influence the other person. Sexual harassment can be as blatant as rape or as subtle as a touch. Harassment under the third part of the definition often consists of callous insensitivity to the experience of others.

Normal, courteous, mutually respectful, pleasant, non-coercive interactions between employees, including men and women, that is acceptable to and welcomed by both parties, are not considered to be harassment, including sexual harassment.

There are basically two types of sexual harassment:

1. “Quid pro quo” harassment, where submission to harassment is used as the basis for employment decisions. Employee benefits such as raises, promotions, better working hours, etc., are directly linked to compliance with sexual advances.
2. Hostile environment harassment: where the harassment creates an offensive and unpleasant working environment.

Hostile work environment can be created by anyone in the work environment, whether it is supervisors, other employees, or customers.

Hostile environment harassment consists of verbalization of a sexual nature, unwelcome sexual materials, or even unwelcome physical contact as a regular part of the work environment. Complaints or posters of a sexual nature, vulgar or lewd comments or jokes, or unwanted touching or following all fall into this category.

For further information please refer to the EEOC’s website at www.eeoc.gov or call the EEOC Publications Distribution Center at 800-669-3562 (voice), 800-800-33502 (TTY).

Sexual orientation harassment: Sexual harassment includes harassment based on sexual orientation. Sexual orientation harassment is verbal or physical conduct that is directed at an individual because of his/her sexual orientation and that is sufficiently severe, pervasive, or persistent, or severe enough to create an unreasonable and unwelcome working environment.

Romantic/sexual relationships between superior and subordinate: Substantial risks are involved even in seemingly consensual romantic/sexual relationships where a power differential exists between the involved parties. The respect and trust accorded a faculty member or other employee by a student, as well as the power exercised by faculty in grading 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 special relationship of employer and employee, of supervisor to hire, fire, evaluate performance, reward, make recommendations, assign and oversee work activities of employees may interfere with the employee’s ability to choose freely in the relationship. Further, it is inherently risky where age, background, status, credentials or other characteristics contribute to the perceptions that a power differential exists between the involved parties which limit the student or employee’s ability to make informed choices about the relationship.

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

Sexual assault: Sexual activities which include sexual penetration or sexual conduct carried out under coercion, with the threat of a weapon, through the use of bodily harm, through a persuasion of authority, or when the victim/survivor is mentally or physically disabled or helpless constitutes criminal sexual conduct.

Having a previous relationship of any nature, including prior sexual contact with the victim/survivor, is not accepted as a defense for sexual assault. The victim/survivor does not need to prove that she/he resisted and another witness is not needed to prosecute the case. The victim/survivor’s/their fear of bodily harm to self or another, the use of threat to use a weapon by the victim/survivor or when he/she used either physical or emotional anguish upon the victim/survivor are among the criteria taken into account by state laws on Criminal Sexual Conduct and under the Crime Victims Bill of Rights.

Formal Complaints by Students and Employees

A. A formal complaint of sexual harassment must be filed by the complainant specifying the incident(s) of sexual harassment. The statement may be prepared by the complainant or by an advisor as a record of the complaint. The complaint must be addressed to the Campus Director, Associate Campus Director, or other manager who will immediately report such complaint to an Executive Vice President or President and Human Resource Director or Corporate Counsel. The Human Resource Director and/or Corporate Counsel, with the assistance of the Campus Director, Associate Campus Director, or other manager will formally investigate the complaint and present the findings and recommendations to an Executive Vice President or President.

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

1. The person who is first contacted, after initial discussions with the complainant, will inform the College specifying the individuals involved. Rasmussen will decide whether the circumstances reported in the complaint warrant a formal investigation or an informal inquiry.

2. If the circumstances warrant an investigation, Rasmussen will inform the person complained against of the name of the person making the complaint as well as of the substance of the complaint. The College will then limit the investigation to what is necessary to resolve the complaint or make recommendations as to whether it is necessary for the College to speak to any other people than those involved in the complaint, they will do so only after informed consent of the persons involved and the person complained against.

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

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

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

6. If a formal complaint has been preceded by an informal inquiry, the College will decide whether there are sufficient grounds to warrant a formal investigation.
The College will assist the victim/survivor in contacting an appropriate agency if such assistance is desired. If the assault takes place at any Rasmussen Campus or facility, the victim/survivor should immediately contact the Campus Director, Associate Campus Director, or Director of Human Resources. Regional Vice President, Executive Vice President or President. Administrators are not permitted to give the name of the victim/survivor unless he/she chooses to be identified. The administrative office at each campus shall, at all times, have readily available the name(s) of local law enforcement agencies and sexual assault centers that are to be called for immediate help.

If the assault takes place outside the College Campus or other Rasmussen facility, the victim/survivor should immediately contact, or have a friend contact, the local law enforcement and sexual assault center. Following the incident the victim/survivor should notify the Campus Director, Associate Campus Director, or Director of Human Resources of the assault for support and assistance.

Further, in either case, the victim/survivor should do the following:

1. It is helpful to have a written summary of what happened while the memory is still clear.
2. No attempt should be made to bathe, change clothes, or otherwise clean up prior to examination by a medical practitioner qualified to make determinations regarding sexual assault.
3. In most cases it will be helpful to have a friend with you when talking to the local law enforcement officials or sexual assault center personnel.

Victims’ Rights Under Sexual Assault Policy
If the assault is alleged to have been committed by a member of our college community on property owned by the Rasmussen the following additional policy applies:

1. The victim is aware that criminal charges can be made with local law enforcement officials;
2. The prompt assistance of campus administration, or Rasmussen management at the request of the victim, in notifying the appropriate law enforcement officials of a sexual assault incident;
3. A sexual assault victim’s participation in and the presence of the victim’s attorney or other support person at any campus or college facility disciplinary proceeding concerning a sexual assault complainant, consistent with all laws relating to data practices;
4. The complete and prompt assistance of campus administration, or Rasmussen management at the direction of law enforcement authorities, in obtaining, securing, and maintaining evidence in connection with a sexual assault incident;
5. The assistance of campus administration or Rasmussen management in preserving, for a sexual assault complaint, materials relevant to a campus disciplinary proceeding;
6. The assistance of campus and/or other Rasmussen personnel, in cooperation with the appropriate law enforcement authorities, at a sexual assault victim’s request, in shielding the victim from unwanted contact with the alleged assailant, including transfer of the victim to alternative classes; and
7. Further information can be obtained from either of the following sources:
   North Dakota Victim Service Program
   https://www.state.nd.us/doc/parole/victim_program.htm
   701-328-6183 or 888-568-4410
   Minnesota Department of Human Rights
   651-296-5663
   TTY (651) 296-1283 Website questions:
   email webmaster@bgherc.org
   Office of Justice Programs (651) 201-7310 • (800) 247-0390
   Website: www.ojp.state.mn.us/mccs/index.htm

9. The campus administration will inform victims of their rights under the Crime Victims Bill of Rights, including the right to assistance from the Office of the Crime Victim Ombudsman and the Crime Victims Reparations Board. For further information refer to the Office of the Crime Victim Ombudsman website at www.mn.gov/ecehr/cevco/cevco.htm (651-642-0550) or the Crime Victm Reparations Board website at www.dps.state.mn.us/mccs/ (651-642-6256)

Nothing in this policy shall prevent the complainant or the respondent from pursuing formal legal remedies or resolution through the school’s grievance procedures or courts.

Drug Abuse Policy
Rasmussen College is committed to providing a safe, drug-free environment for its students and employees and to protecting its business from the necessary financial loss due to drug or other intoxicant use among its employees. This policy is based in substantial part on Rasmussen College’s concern regarding the safety, health and welfare of its employees and their families, its students and the community. Consistent with this commitment, Rasmussen College strictly prohibits:

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

Rasmussen College has the right to:

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

Drug-Free School and Workplace
In accordance with the Drug-Free Schools and Communities Act Amendments of 1989, 34 CFR Part 86, this institution is hereby declared a drug- and alcohol-free college and workplace. For more information visit The U. S. Department of Education’s Higher Education Center for Alcohol and Other Drug Prevention website at www.edc.org/bac.

Students and Employees are prohibited from the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance or any other intoxicant anywhere on property belonging to the College including grounds, parking areas, anywhere within the building(s), or when participating in College-related activities. Students and Employees who violate this policy will be subject to disciplinary action up to and including expulsion or termination of employment.

As a condition of employment, employees must abide by the terms of this policy or the College will take one or more of the following actions within 30 days with respect to any employee who violates this policy by:

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

In compliance with the law, this institution will make a good faith effort to maintain a drug- and alcohol-free college and workplace through implementation of the policy and will establish and maintain a drug- and alcohol-free awareness program.

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

The Federal Government has taken a number of legal steps to curb drug abuse and distribution. These anti-drug laws affect several areas of our society. 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 pre-mises. Businesses with federal contracts are subject to a loss of those contracts if they do not promote a drug-free work environment. In our particular situation, students involved with drugs could lose their eligibility for aid and career. They could also be denied other federal benefits, disability, retirement, health, welfare, and Social Security. Finally, a record of a felony conviction in a drug-related crime may prevent a person from entering certain career fields.

Drugs and alcohol are highly addictive and injurious to the person and can cause harmful effects to virtually every aspect of a person’s life, i.e., relationships, family, job, school, physical, and emotional health. People who use drugs and alcohol may lose their sense of responsibility, become restless, irritable, paranoid, depressed, inattentive, anxious, or experience other disturbances of mood, physical coordination and appetite, go into a coma, experience convulsions, or even death. Persons who use drugs and alcohol face not only health risks, but their ability to function in their personal and professional lives can be impaired as well. Some examples of this are a hangover, or a feeling of being “burnt out,” being preoccupied with plans for the next drink, or “high” or slowed reflexes that can be especially dangerous while driving.

Alcohol related driving deaths are the top killer of 15 to 24 year olds. There are danger signals that could indicate when someone is in trouble with drugs or alcohol:

• inability to get along with family or friends
• uncharacteristic temper flare-ups
• increased “secret” type behavior
• abrupt changes in mood or attitude
• resistance to discipline at home or school
• getting into a “dumb” 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 report the incident to the employee of Rasmussen College immediately notify their Campus Director, Associate Campus Director or the Human Resources Department.
Family Educational Rights and Privacy Act (FERPA)
Amended 1001 to include the USA Patriot Act

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

1. The right to inspect and review the student’s education records within 45 days of the day the institution receives a request for access. Students should submit to the registrar, business office, or other appropriate official, written requests that identify the record(s) they wish to inspect. The institution will make arrangements for access and notify the student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s educational records that the student believes are inaccurate or misleading. Students may ask the institution to amend the record(s) they believe are inaccurate or misleading. They should write the school Director, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the institution decides not to amend the record as requested by the student, the institution will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the institution in an administrative, supervisory, academic, or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the institution has contracted (such as an attorney, auditor, or collection agent); or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to disclose – without the written consent or knowledge of the student or parent – personally identifiable information from the student’s education records to the Attorney General of the United States or to his/her designee in response to a subpoena or court order in a timely fashion of any grievance considered to be in the then current Rasmussen College catalog. If, following completion of 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 controversies or claims of or against more than one Student regardless of whether or how many other similarly circumstanced Students there may be.

The Student and Rasmussen College shall bear an equal share of the arbitrator’s fees and administrative costs of arbitration charged by the American Arbitration Association. 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.

Disciplinary Action

Any controversy or claim arising out of, or relating to the Student or former Student’s recruitment by, enrollment in, or education at Rasmussen College (“Controversy or Claim”), shall be resolved first in accordance with the procedures in the Grievance Policy published in the then current Rasmussen College catalog. If, following completion of the Grievance Policy 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 controversies or claims of or against more than one Student regardless of whether or how many other similarly circumstanced Students there may be.

5. The right to disclose – without the written consent or knowledge of the student or parent – information from a student’s education records in order to comply with a properly issued subpoena or court order in three contexts:

   a. Grand Jury Subpoenas – The institution may disclose education records to the entity or persons designated in a Federal Grand Jury Subpoena. In addition, the court may order the institution to disclose to anyone the existence or context of the subpoena or the institution’s response.

   b. Law Enforcement Subpoenas – The institution may disclose education records to the entity or persons designated in any other subpoena issued for a law enforcement purpose. As with Federal Grand Jury Subpoenas, the issuing court or court may, for good cause shown, order the institution not to disclose to anyone the existence or contents of the subpoena or the institution’s response. Notification requirements for six record requirements apply.

   c. All Other Subpoenas – The institution may disclose information pursuant to any other court order or lawfully issued subpoena only if the school makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent of student may seek protective action. The institution will notify the student of requests for information from a standard court order or subpoena.

6. The right to disclose – without the written consent or knowledge of the student or parent – information in education records to “appropriate parties in connection with an emergency, if knowledge of the information is necessary to protect the health and safety of the student or other individuals.” Immediately dangerous to student or others must be present.

7. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the institution to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

Directory Information

Directory Information is that information which may be unconditionally released without the consent of the student unless the student has specifically requested that the information not be released. The school requires that such requests be made in writing to the Director of the school within fifteen (15) days after the student starts classes.

Directory Information includes:

   - Student’s name, date of birth, address(es); course of study; extracurricular activities; degrees and/or awards received; last school attended; deans list or equivalent; attendance status (full-time, part-time); – Information from a student that was obtained at a time a student attended or Rasmussen College (not to include specific daily records of attendance).

   - Students may restrict the release of Directory Information except to school officials with legitimate educational interests and others as outlined above. To do so, a student must make the request in writing to the Business Office. Once filed this becomes a permanent part of the student’s record until the student instructs the institution, in writing, to have the request removed.

Grievance Policy

It is the policy of Rasmussen College that students should have an opportunity to present school related complaints through grievance procedures. The College will attempt to resolve promptly all grievances that are appropriate for handling under this policy. An appropriate grievance is defined as a student’s expressed feeling of dissatisfaction regarding any interpretation or application of school-related policies or the College’s personnel. Students should notify the College in a timely fashion of any grievance considered appropriate for handling under this policy. As used in this policy the terms “timely fashion,” “reasonable time,” and “promptly” will mean ten days.

Students are assured that no adverse action will be taken by the College or any of its representatives for registering a grievance.

Grievance Procedure

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

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

2. If the matter is not resolved to the person’s satisfaction, the student has the option to follow the appropriate steps:

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

   b. Students who feel they have an appropriate non-academic grievance should contact the Campus Director. The Campus Director will investigate the grievance, attempt to resolve it, and issue a decision to the student.

   Students or other interested parties may also contact:

   - North Dakota State Board for Career and Technical Education State Capitol, 15th Floor, 600 East Boulevard Avenue, Dept. 270 Bismarck, ND 58505-0010 (701) 328-3180
   - The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, 30 North La Salle Street, Suite 2400, Chicago, IL 60602-2504 (312) 263-0436.

Arbitration

Any controversy or claim arising out of, or relating to the Student or former Student’s recruitment by, enrollment in, or education at Rasmussen College (“Controversy or Claim”), shall be resolved first in accordance with the procedures in the Grievance Policy published in the then current Rasmussen College catalog. If, following completion of the Grievance Policy 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 controversies or claims of or against more than one Student regardless of whether or how many other similarly circumstanced Students there may be.

The Student and Rasmussen College shall bear an equal share of the arbitrator’s fees and administrative costs of arbitration charged by the American Arbitration Association. 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.

Statement of Ownership

Rasmussen College – Fargo/Moorhead is a private college and is a wholly owned subsidiary of Rasmussen College, Inc., a private corporation incorporated under the laws of the State of Delaware.

4012 19th Avenue Southwest
 Fargo, ND 58103-9031
(701) 277-8889

Corporate Officers:

   - Robert E. King, Vice Chairman
   - J. Michael Locke, Vice President and Secretary
   - Susan Fabijans, Executive Vice President, Chief Financial Officer, Assistant Secretary
   - Kristi A. Wain, Executive Vice President and Corporate CEO
   - Tawnie Cortez, Vice President, Rasmussen College – Fargo/Moorhead
Accreditation, Licensing & Approvals

Accreditation: Rasmussen College is accredited by The Higher Learning Commission, and is a member of The North Central Association of Colleges and Schools (NCA) 30 N. LaSalle Street, Suite 2340, Chicago, Illinois 60602-2504, (800) 621-7440 or (312) 263-0456. www.ncahigherlearningcommission.org

Authorization: Rasmussen College is authorized as a private career school with the North Dakota State Board for Career and Technical Education. Authorization 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. North Dakota State Board for Career and Technical Education State Capitol, 5th Floor 600 East Boulevard Avenue, Dept. 270 Bismarck, ND 58505-0610 (701) 328-3180

Registration: Rasmussen College is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the Institution. Credits earned at the Institution may not transfer to all other institutions. Minnesota Office of Higher Education 1450 Energy Park Drive, Suite 350 St. Paul, MN 55108-5227 (651) 642-0507

Approved For: • Veterans’ Benefits by the North Dakota State Approving Agency • Veterans’ Benefits by the Minnesota State Approving Agency

Standards of Satisfactory Progress For Institutional and Financial Aid Guidelines

Satisfactory Academic Progress is defined as progression through an academic program within a prescribed time frame. Lack of satisfactory progress may jeopardize the students’ ability to complete their program. Rasmussen College expects students to progress through programs based on the satisfactory progression standards listed here.

Credit Information: A full-time student must be enrolled for and successfully complete a minimum of 12 credit hours per quarter of attendance. A three-quarter time student must be enrolled for and successfully complete a minimum of 9, 10, or 11 credit hours per quarter of attendance. A half-time student must be enrolled for and successfully complete a minimum of 6, 7, or 8 credit hours per quarter of attendance. The exception to this is that as of July 1, 1992, the Minnesota State Grant Program adopted the policy whereby 15 credits per quarter constitutes full-time attendance. There are nine additional levels of eligibility below that, to a minimum of 3 credit hours per quarter.

Definition of an Academic Year: A Minimum of 36 Quarter Credits 30 Weeks

Standards of Academic Progress: Mid-quarter and final grade reports are distributed to all students. Cumulative grade averages and successful course completion of credits attempted are monitored quarterly. All grades relate to courses successfully completed with the exception of the “W/WD” and “U/UN” which is counted as an attempted course for the purpose of maximum time frame and percentage of course completion and may have an effect on achieving satisfactory progress.

Courses which have been transferred from other institutions will be listed on the student’s transcript with a “TR” designation. Courses for which a student has received credit by examination will be listed as “TO” (Test-Out) on the student’s transcript. Grade points from institutions other than Rasmussen College and credit by examination will not be computed in the Rasmussen College grade point average, but they will be counted as credits attempted and earned for determining Satisfactory Progress. All credits that are considered to be earned toward program completion, including test-out, transfer, and course waiver credits, are therefore also treated as credits attempted.

All students must comply with the following components, which are used to measure a student’s Satisfactory Progress (SAP) towards the completion of a degree or certificate.

The components are:
1. A Cumulative Grade Point Average (CGPA) consistent with graduation requirements.
2. Duration of eligibility, or maximum time frame for program completion, which is equal to 1.5 times the number of total credits required for program completion.
3. Cumulative Completion Rate (CCR)

Duration of eligibility, or maximum time frame for program completion, is a period equal to 1.5 times the number of credits required for program completion. Total credits are indicated by each letter grading in the catalog. Credits accepted for transfer into the College and credits earned by examination are considered as part of the credits attempted and earned, and as part of the total credits required, for purposes of determining the maximum time frame and duration of eligibility. A student cannot exceed 1.5 times the maximum time frame.

A Cumulative Completion Rate (CCR) is determined as follows: Cumulative credits earned / cumulative credits attempted in a program. Credits accepted for transfer into the College and credits earned by examination are considered as part of the credits attempted and earned and for CCR calculation. The table below lists the minimum CCR: Percentage of credits attempted toward maximum credit time frame Minimum credits successfully completed of total credits attempted

Up to 25% 25%
Greater than 25%, up to 50% 50%
Greater than 50% 67%

The following will not be considered as credits successfully completed or earned: F/FA, U/UEN, W/WD, IP/IN. In addition, Foundations courses are not included in the maximum number of credits attempted or successfully completed toward completion of the degree when assessing satisfactory progress.

Students who fail a class are allowed to repeat the class one time. The credits are counted in the financial aid award. Students who wish to repeat a course, and have earned above a failing grade, are responsible for paying for the class out of pocket in this instance. These credits cannot be included in the student’s financial aid award. Failed course credits count as credits attempted that are not earned. If a student repeats a failed course, the failing grade will be removed and replaced with the grade from the course when repeated and the student’s CGPA will be recalculated to reflect the new letter grade.

A Cumulative Grade Point Average (CGPA) equal to or greater than 2.00 is required for graduation. In addition, at the end of the second academic year (6 quarters), students must have a CGPA equal to or greater than 2.00 to be making satisfactory academic progress.

If a student’s CGPA falls below a 2.00, or they fail to meet the CCR (the necessary percentage of attempted/earned credits), or duration of eligibility requirements, the student is placed on academic warning during the subsequent quarter. After counseling, the student signs an agreement to the conditions of the warning period. During the academic warning period, eligibility for financial aid continues.

A student who does not meet the 2.00 CGPA, CCR, or duration of eligibility requirements at the end of the academic warning period will be placed on academic probation. Students who are placed on academic probation do not receive financial aid. At the end of the academic probation period a student must meet the 2.00 CGPA and required percentage of attempted / earned credits, or duration of eligibility. Students who fail to meet the terms of probation will be terminated from the college.

Mitting Circumstances: Academic Probation and Termination from college, due to probationary status may be appealed to the Academic Review Committee. This committee is composed of the Academic Dean and two instructors who will determine if mitigating circumstances apply. All appeals must be made in writing addressing the nature of the circumstances that warrant an exception to the policy stated above. All appeals are reviewed and ruled on within five business days. Students will be notified in writing regarding the outcome of the appeal. The ruling of the committee is final and cannot be appealed. Should a student choose to transfer from one program to another, only the grades and credits that apply to the new program will be calculated in the student’s CGPA and CCR.

Students who withdraw from the institution and later re-enter the College in the same program will continue in the same satisfactory progress and evaluation points in effect at the time of withdrawal. Satisfactory Progress calculations for re-entering students who change programs will include only the grades and credits attempted and earned for courses that are part of the student’s new program; standard CCR requirements will be followed from the re-entry point and for each quarter thereafter.

Courses dropped during the drop/add period do not count toward CCR.
Central Services
Lindsey Boynton, Assistant Marketing Manager  
B.A., University of Minnesota - Duluth

Natasha Bryant, Student Services Coordinator  
M.S., B.S., SUNY – Brockport

Jessica Ciesl, Human Resources Generalist  
M.B.A., Nova Southeastern University  
B.A., Florida State University

Stella Coker, Online Bookstore Manager  
A.A.S., Rasmussen College

Jodie Dibble, Human Capital Generalist  
B.S., University of Wisconsin – Stout

Jonathan Edwards, Corporate Student Accounts Manager  
M.A., American Intercontinental University  
B.S., Indiana University of Pennsylvania

Greta Ferkel, Vice President of EdVantage  
M.M.Ed., University of North Texas  
B.M.E., University of Hartford

Angie Franke  
Regional Director of Student Financial Services  
A.A.S., Rasmussen College

Rebin Gennell, Manager of Personal Support Center  
A.A., Brevard Community College

Annie Giesen, Corporate Recruiter  
B.S., University of Wisconsin – Stout

Delia Gutierrez, Student Services Coordinator  
B.S., Minnesota State University – Mankato

Toni Hobbs,  
Senior Financial Aid Manager  
M.A.M., Bellevue University  
B.A., College of St. Mary

Jason Jones, Student Services Coordinator  
B.A., University of West Florida

Christine Kergold, Student Services Coordinator  
B.M.E., University of Central Florida

Bob King, Jr., Director of Marketing – Client Services  
M.B.A., Northwestern University  
B.A., DePaul University

Wendy M. Knaffa, Senior Marketing Manager  
A.S., Full Sail Real World Education

Jeff Laing, Student Services Coordinator  
A.A., A.S., Rasmussen College

Donnie Murphy, Online Scheduling Coordinator  
A.A.S., A.A.S., Rasmussen College

Debora Murray, National Director of Student Financial Aid  
B.A., University of North Dakota

Carmen Price, Online Faculty Manager  
M.B.C., University of St. Thomas  
B.A., University of Minnesota

Chris Sangrey, CMS Application Administrator  
B.A., University of Central Florida

Randall Smith, Director of Online Instruction  
M.A., B.A., Auburn University

Lynn Voss, Human Resources Generalist  
B.A., University of Illinois – Champaign

Campus and Academic Administration
Elizabeth Largent, Campus Director  
B.S., State University of New York

Amy Beito,  
Director of Campus Operations – Moorhead  
B.S., Minnesota State University - Moorhead

Timothy Lozman, Academic Dean  
M.A., Colorado State University  
B.A., Moorhead State University

John Wilson, Director of Admissions  
A.A.S., Aakers Business College

Roger Grimm,  
Bachelor’s Degree Program Coordinator  
M.B.A., Benedictine University  
B.S., University of Alabama

Admissions Department
Jeff Hagi, Director of Student Recruitment  
B.A., St. Cloud State University

Paul Kramer, Director of Training and Development  
M.A., University of St. Thomas  
B.A., University of Wisconsin

John Wilson, Director of Admissions  
A.A.S., Aakers Business College

Sandra Koebernick,  
Associate Director of Admissions  
B.S., Minnesota State University – Moorhead

Nicole Davis, Admissions Representative  
B.S., University of Mary

Linda Froehlich, Admissions Manager  
Fargo/Moorhead

Randy Harwood, Admissions Representative  
B.S., North Dakota State University

Carmen Haskins, Admissions Representative  
B.A., University of North Dakota

Aaron Johnson, Admissions Representative  
B.S., University of Minnesota – Crookston

Tami Lacina, Admissions Representative  
B.S., Minnesota State University – Moorhead

Melvin Lynn, Admissions Representative  
B.A., Whitworth College

Aaron Martin, Admissions Representative  
B.S., North Dakota State University

Jennifer Mastrud, Admissions Representative  
B.S., North Dakota State University

Emily Netland, Admissions Representative  
B.A., University of North Dakota

Leigh Shebeck, Business Professional Manager  
B.S., Benedict State University
**College Faculty**

**Student Services Staff**
- **John Andrick**, Student Accounts Assistant
  - B.U.S., North Dakota State University
  - Fargo/Moorhead
- **Angela Bachman**, Employer Relations Specialist
  - M.S., Minnesota State University – Moorhead
  - B.A., North Dakota State University
  - Fargo/Moorhead
- **Kimberly Burton**, Financial Planning Coordinator
  - B.B.A., B.B.A., University of North Dakota
  - Fargo/Moorhead
- **Joanna Haas**, Administrative Assistant
  - A.A.S., Rasmussen College
  - Fargo/Moorhead
- **Emily Halvorson**, Financial Aid Officer
  - B.S., North Dakota State University
  - Fargo/Moorhead
- **Gayle Johnson**, Student Services Coordinator
  - M.S., North Dakota State University
  - Fargo/Moorhead
- **Kari McKee**, Student Accounts Manager
  - B.Acc., North Dakota State University
  - Fargo/Moorhead
- **Ted McKinney**, IT Support Specialist
  - B.S., University of Minnesota
  - Fargo/Moorhead
- **Christina Nelson**, Financial Planning Coordinator
  - A.A.S., Aakers Business College
  - Fargo/Moorhead
- **Robert Neuteboom**, Mentor Center Coordinator
  - M.F.A., Minnesota State University – Moorhead
  - M.A., University of South Dakota
  - Fargo/Moorhead
- **Brian Olson**, Career Services Advisor
  - B.S., University of North Dakota
  - Fargo/Moorhead
- **Darwin Olson**, Director of Financial Aid
  - A.A.S., University of North Dakota - Lake Region
  - Fargo/Moorhead
- **June Schott**, Registrar
  - Fargo/Moorhead

**Communication Department**
- **Eric Gomez**, B.A., Minnesota State University – Moorhead
  - Fargo/Moorhead

**General Education Department**
- **Scott Dack**, M.A., George Mason University
  - B.A., University of Nebraska – Lincoln
  - Fargo/Moorhead
- **David Kirk**, M.A., B.A., Rhode Island College
  - Fargo/Moorhead
- **Carly Hearn**, B.A., North Dakota State University
  - Fargo/Moorhead
- **Dawn Miller**, Ed.S., Indiana University
  - Fargo/Moorhead
- **Robert Neuteboom**, Mentor Center Coordinator
  - M.F.A., Minnesota State University - Moorhead
  - M.A., University of South Dakota
  - Fargo/Moorhead

**Library/Learning Resources Department**
- **Beth Marie Gooding**, Reference Librarian
  - M.S., M.L.S., Indiana University
  - B.A., University of Iowa
  - Fargo/Moorhead

**School of Allied Health**
- **Bradley Moore**, Director, School of Allied Health
  - B.S.N., University of South Alabama
  - Orlando
- **Kathleen Beck**, M.B.A., B.S.N., University of North Dakota
  - Fargo/Moorhead
- **Susan Finneman**, Medical Laboratory Technician Program Coordinator
  - B.S., North Dakota State University
  - Fargo/Moorhead
- **Lisa Hoggart**, Exercise Science Program Coordinator
  - B.S., University of Mary
  - Fargo/Moorhead
- **Lael Richards**, B.S., Valley City State University
  - Fargo/Moorhead

**School of Business**
- **Robert Anderson**, B.S.Ed., Mayville State University
  - Fargo/Moorhead
- **B.A., B.B.A., University of North Dakota
  - Fargo/Moorhead
- **MacDalton Berns**, M.A., University of Mary
  - Fargo/Moorhead
- **Kathleen Beck**, B.S., Minnesota State University – Moorhead
  - Fargo/Moorhead
- **Sarah Dixon**, B.A., Concordia College – Moorhead
  - Fargo/Moorhead
- **William Erickson**, M.A., University of Mary
  - Fargo/Moorhead
- **B.S., Southern Illinois University
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- **Brenda Finger**, M.A., University of Mary
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- **Robert Johnstone**, M.S., M.S., University of Mary
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- **B.A., Minot State University
  - Fargo/Moorhead
- **John Lazorenko**, B.S., Dickinson State University
  - Fargo/Moorhead
- **Roxanne Visser**, B.S., Minnesota State University – Moorhead
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- **Sheri Walls**, M.B.A., Bellevue University
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  - Online
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  - Online
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  - Online
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- **Linda Knox**, M.Ed., Capella University
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  - Online
- **Karen Kroch**, B.S., St. Cloud State University
  - Online
- **Peggy Peterson**, M.S., Arkansas State University
  - B.S., Culver-Stockton College
  - Online
- **A.A.S., Three Rivers Community College
  - Online
- **Kathy Sauer**, CPA
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  - Online
- **A.S., North Dakota State College of Science
  - Online
- **Marty Toole**, M.S., Chapman University
  - B.S., Wayland Baptist University
  - Online

**School of Justice Studies**
- **Carrie Ann Potenza**, Director of Justice Studies
  - M.A., Rutgers University
  - B.A., University of Albany
  - Online
- **Leo Rognlin**, M.A., University of Mary
  - Fargo/Moorhead
- **B.S., Benidji State University
  - Fargo/Moorhead
- **Rachel Wallock**, M.A., University of Mary
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- **B.S., North Dakota State University
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- **B.S., North Dakota State University
  - Fargo/Moorhead**
FLORIDA CAMPUS LOCATIONS

**Ocala**
2221 SW 19th Avenue Road
Ocala, FL 34471-7751
352-629-1941

**Pasco County**
2127 Grand Boulevard
Holiday, FL 34690-4554
727-942-0069

ILLINOIS CAMPUS LOCATION

**Rockford**
6000 East State Street, Fourth Floor
Rockford, IL 61108-2513
815-316-4800

MINNESOTA CAMPUS LOCATIONS

**Brooklyn Park**
8301 93rd Avenue North
Brooklyn Park, MN 55445-1512
763-493-4500

**Eagan**
3500 Federal Drive
Eagan, MN 55122-1346
651-687-9000

**Eden Prairie**
7905 Golden Triangle Drive, Suite 100
Eden Prairie, MN 55344-7220
952-545-2000

**Lake Elmo/Woodbury**
8565 Eagle Point Circle
Lake Elmo, MN 55042-8637
651-259-6600

**Mankato**
501 Holly Lane, Suite 100
Mankato, MN 56001-6803
507-625-6556

**St. Cloud**
226 Park Avenue South
St. Cloud, MN 56301-3713
320-251-5600

NORTH DAKOTA CAMPUS LOCATIONS

**Bismarck**
1701 East Century Avenue
Bismarck, ND 58503-0658
701-530-9600

**Fargo/Moorhead**

**Fargo Facility**
4012 19th Avenue SW
Fargo, ND 58103-7196
701-277-3889

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

WISCONSIN CAMPUS LOCATION

**Green Bay**
904 South Taylor Street, Suite 100
Green Bay, WI 54303-2349
920-593-8400

RASMUSSEN ONLINE

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Rasmussen College is accredited by The Higher Learning Commission, and is a member of The North Central Association of Colleges and Schools.