MISSION

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

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

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

PURPOSES

TO ACCOMPLISH OUR MISSION, RASMUSSEN COLLEGE ESTABLISHED THESE PURPOSES:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Sincerely,

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

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

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

SAVE TIME

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

SAVE MONEY

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

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

TRANSFER CREDITS

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

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

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

You can review our official transfer policies at rasmussen.edu

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

**WHY COMBINE FACULTY-LED AND SELF-PACED COURSES?**

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

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

**YOUR SCHEDULE. YOUR CHOICE.**

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

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

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

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

SUPPORT

Answers, planning and resources for everything College.

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

Student Portal

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

Advisor

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

Your Support+ resources also include:

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

Support+ provides you with in-person and on-demand resources that connect you with everything you need to be successful in your college career and beyond.
ACCOUNTING ASSOCIATE’S DEGREE
LEARNING OPTION: FLEX CHOICE

GENERAL EDUCATION COURSES+

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

MAJOR AND CORE COURSES
- ACG 1022 Financial Accounting I 4
- ACG 1033 Financial Accounting II 4
- ACG 2062C Computer Focused Principles 3
- ACG 2880 Financial Investigation 4
- ACG 2930 Accounting Capstone 2
- APA 1500 Payroll Accounting 4
- BUL 2241 Business Law 4
- CGS 1240 Computer Applications and Business Systems Concepts 3
- CTS 2511 Excel 3
- E242 Career Development + 2
- FIN 1202 Financial Markets and Institutions 4
- GEB 1011 Introduction to Business 4
- MAN 2021 Principles of Management 4
- MAN 2062 Business Ethics 4
- MAR 2011 Principles of Marketing 4
- TAX 2002 Income Tax 4

Total Associate’s Degree Credits 36

Major and Core Credits 57

TOTAL DEGREE CREDITS 93

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

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

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

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

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

SCHOOL OF BUSINESS
MISSION STATEMENT

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

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

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

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

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

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

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

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

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

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

* Flex Choice self-paced competency course option(s) available, see page 22 for details.
In addition to the courses listed, at designated points in their programs of study, students are required to complete with a passing grade a seminar course. Students must complete the E320 Junior Seminar during the quarter in which they finish the associate's degree requirements to graduate from an associate's degree program.

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

Bachelor of Science Degree

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

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

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

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

GENERAL EDUCATION COURSES+

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACG 3357</td>
<td>Accounting for Business Managers</td>
</tr>
<tr>
<td>BUL 4060</td>
<td>Business Law and Ethical Behavior</td>
</tr>
<tr>
<td>GEB 3124</td>
<td>Business Research and Analysis</td>
</tr>
<tr>
<td>GEB 3422</td>
<td>Business Project Management</td>
</tr>
<tr>
<td>GEB 4220</td>
<td>Managing a Diverse Workforce</td>
</tr>
<tr>
<td>GEB 4410</td>
<td>Advanced Principles of Marketing</td>
</tr>
<tr>
<td>ISM 3015</td>
<td>Management of Information Systems</td>
</tr>
<tr>
<td>MAN 3175</td>
<td>Applied Management Principles</td>
</tr>
<tr>
<td>MAN 3504</td>
<td>Operations Management</td>
</tr>
<tr>
<td>MAN 4143</td>
<td>Contemporary Leadership Challenges</td>
</tr>
<tr>
<td>MAN 4240</td>
<td>Organizational Behavior Analysis</td>
</tr>
<tr>
<td>MAN 4441</td>
<td>Negotiation and Conflict Management</td>
</tr>
<tr>
<td>MAN 4602</td>
<td>International Business</td>
</tr>
<tr>
<td>MAN 4720</td>
<td>Strategic Management</td>
</tr>
<tr>
<td>MAN 4900</td>
<td>Management Capstone</td>
</tr>
<tr>
<td>RMI 4020</td>
<td>Risk Management</td>
</tr>
</tbody>
</table>

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

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

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

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

CERTIFICATE COURSES
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDC 3152</td>
<td>Enterprise Resource Reporting</td>
<td>4</td>
</tr>
<tr>
<td>IDC 3309</td>
<td>Data Warehousing</td>
<td>3</td>
</tr>
<tr>
<td>IDC 3688</td>
<td>Advanced Relational Databases for Business Applications I</td>
<td>4</td>
</tr>
<tr>
<td>IDC 4088</td>
<td>Business Process Reengineering</td>
<td>4</td>
</tr>
<tr>
<td>IDC 4111</td>
<td>Advanced Relational Databases for Business Applications II</td>
<td>4</td>
</tr>
<tr>
<td>IDC 4291</td>
<td>Advanced Business Process Management</td>
<td>4</td>
</tr>
<tr>
<td>IDC 4733</td>
<td>Database Security Management</td>
<td>4</td>
</tr>
<tr>
<td>ISM 3005</td>
<td>MIS Techniques</td>
<td>3</td>
</tr>
<tr>
<td>ISM 3015</td>
<td>Management of Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>ISM 3314</td>
<td>Information Technology Project Management</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>CERTIFICATE CREDITS</td>
<td>38</td>
</tr>
</tbody>
</table>

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

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

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

Bachelor of Science Degree

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

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

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

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

GENERAL EDUCATION COURSES+

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

MAJOR AND CORE COURSES

UPPER DIVISION
GEB 3110 Research and Report Writing 4
IDC 3152 Enterprise Resource Reporting 4
IDC 3309 Data Warehousing 3
IDC 3688 Advanced Relational Databases for Business Applications I 4
IDC 4088 Business Process Reengineering 4
IDC 4111 Advanced Relational Databases for Business Applications II 4
IDC 4291 Advanced Business Process Management 4
IDC 4375 Database Analytics and Administration 3
IDC 4572 Systems Analysis and Design 3
IDC 4637 Business Systems Analysis Capstone 3
IDC 4723 Database Security Management 4
ISM 3005 MIS Techniques 3
ISM 3015 Management of Information Systems 4
ISM 3314 Information Technology Project Management 4
MAN 3504 Operations Management 4
MAN 4240 Organizational Behavior Analysis 4
MAN 4720 Strategic Management 4

Total Bachelor’s Degree Credits 182

TOTAL DEGREE CREDITS

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

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

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

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

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

FINANCE BACHELOR’S DEGREE

LEARNING OPTIONS: ACCELERATED • FLEX CHOICE

Bachelor of Science Degree

CAREER OPPORTUNITIES:
- Financial Analyst
- Financial Manager
- Budget Analyst

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

ENTRANCE REQUIREMENTS:
To be considered for admission, students must hold a conferred associate’s degree from an accredited institution as recognized by the U.S. Department of Education, or students must have successfully completed 60 quarter or 40 semester credits with a grade of C or higher. In addition, students entering the Finance Bachelor's program must provide evidence of having successfully completed with a grade of C or higher in both Principles of Financial Accounting for Managers and Principles of Finance or course equivalents. Any student who is not transferring successfully required to complete with a passing grade a seminar course. Students must complete the E410 + Flex Choice self-paced competency course option(s) available, see page 22 for details.

GENERAL EDUCATION COURSES+

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

MAJOR AND CORE COURSES

UPPER DIVISION
ACG 3080 Managerial Accounting Theory and Practice 4
BUL 3266 Business Law and Finance 4
ECO 4223 Money and Banking 4
FIN 3122 Intermediate Financial Management 4
FIN 3247 Investments and Security Markets 4
FIN 3396 International Finance 4
FIN 3434 Applications in Corporate Finance 4
FIN 4019 Financial Modeling 4
FIN 4372 Investment Portfolio Management 4
FIN 4955 Finance Capstone II 3

GEB 3020 Advanced Principles of Financial Management 4
ISM 3015 Management of Information Systems 4
MAN 4142 Contemporary Leadership Challenges 4
MAN 4720 Strategic Management 4
TAX 3257 Partnership and Corporate Taxation 4

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

TOTAL DEGREE CREDITS 181

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

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

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

LEARNING OPTIONS: ACCELERATED • FLEX CHOICE

Bachelor of Science Degree

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

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

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

GENERAL EDUCATION COURSES+

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

MAJOR AND CORE COURSES

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

Choose either Track I or Track II

Track I
- HSA 4940 Healthcare Management Internship 3

Track II
- HSA 4922 Healthcare Management Capstone 3

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

TOTAL DEGREE CREDITS 180

SEE PAGE 22 FOR GENERAL EDUCATION COURSE SELECTIONS.

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

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

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

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

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

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

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at rasmussen.edu/SID
HUMAN RESOURCES AND ORGANIZATIONAL LEADERSHIP
BACHELOR'S DEGREE

LEARNING OPTIONS: ACCELERATED • FLEX CHOICE

Bachelor of Science Degree

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

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

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

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

GENERAL EDUCATION COURSES+

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

MAJOR AND CORE COURSES

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

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

TOTAL DEGREE CREDITS 181

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

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

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

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

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

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

SCHOOL OF BUSINESS

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

Bachelor of Science Degree

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

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

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

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

GENERAL EDUCATION COURSES+
UPPER DIVISION
Communication (Select 1 course) 4
Math/Natural Sciences (*Required, select 1 additional course) 8
Social Sciences (Select 2 courses) 8

MAJOR AND CORE COURSES
UPPER DIVISION
GEB 3110 Research and Report Writing 4
GEB 4133 Consumer Behavior 4
GEB 4220 Managing a Diverse Workforce 4
GEB 4230 Website Development for Business 4
GEB 4410 Advanced Principles of Marketing 4
MAN 4143 Contemporary Leadership Challenges 4
MAN 4240 Organizational Behavior Analysis 4
MAN 4602 International Business 4
MAN 4720 Strategic Management 4
MAR 3295 Internet Marketing, Public Relations, and Social Media 4
MAR 3592 Strategic Sales and Sales Management 4
MAR 3817 Search Engine Optimization and Marketing Strategies 4
MAR 4239 Marketing and Product Management 4
MAR 4355 Web Analytics 4
MAR 4582 Internet Law 4
MAR 4806 Marketing Capstone 2

Total Bachelor's Degree Credits 181

See page 21 for General Education course selections.

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

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

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at rasmussen.edu/SID.
SUPPLY CHAIN AND LOGISTICS MANAGEMENT

BACHELOR’S DEGREE

LEARNING OPTIONS: ACCELERATED • FLEX CHOICE

Bachelor of Science Degree

CAREER OPPORTUNITIES:

• Logician
• Logistics Manager
• Logistics Analyst
• Logistics Engineer
• Supply Chain Analyst
• Supply Chain Manager
• Operations Manager

OBJECTIVE:

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

ENTRANCE REQUIREMENTS:

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

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

GENERAL EDUCATION COURSES+

UPPER DIVISION

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

MAJOR AND CORE COURSES

UPPER DIVISION

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

Choose either Track I or Track II

Track I

TRA 4490 Supply Chain and Logistics Management Internship 3

Track II

TRA 4495 Supply Chain and Logistics Management Capstone 3

Total Bachelor's Degree Credits

Total Lower Division Credits 90
Upper Division General Education Credits 28
Upper Division Major and Core Credits 62

TOTAL DEGREE CREDITS 180

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

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

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

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

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

SCHOOL OF BUSINESS

MISSION STATEMENT

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

STUDENT INVESTMENT DISCLOSURE:

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

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EARLY CHILDHOOD EDUCATION LEADERSHIP BACHELOR’S DEGREE

LEARNING OPTIONS: ACCELERATED • FLEX CHOICE

Bachelor of Science Degree

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

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

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

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

Approved Conferred Degrees:
- Early Childhood Education
- Education Foundations
- Elementary Education
- Child Development/Child Growth and Development
- Child and Family Studies
- Early Childhood and Youth Development
- Human Services
- Early Childhood Special Education
- Child Care
- Education and Youth Studies
- Para-educator
- Child Psychology
- Early Care and Education
- Early Childhood Studies

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

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

GENERAL EDUCATION COURSES+

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

MAJOR AND CORE COURSES

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

Total Bachelor’s Degree Credits 181

See page 21 for general education course selections.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at rasmussen.edu/graduation-rate.
BACHELOR’S DEGREE

LEARNING OPTION: ACCELERATED • FLEX CHOICE

Bachelor of Science Degree

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

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

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

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

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

TOTAL DEGREE CREDITS: 181

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

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

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

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

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

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

GENERAL EDUCATION COURSES+

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

MAJOR AND CORE COURSES

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

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

TOTAL DEGREE CREDITS  181

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

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

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

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

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

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

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

GENERAL EDUCATION COURSES+

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

MAJOR AND CORE COURSES

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

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

TOTAL DEGREE CREDITS 180

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

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

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

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

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

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

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

LEARNING OPTIONS: ACCELERATED • FLEX CHOICE

Bachelor of Science Degree

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

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

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

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

GENERAL EDUCATION COURSES+

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

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

Choose either Track I or Track II

Track I
HUS 4460 Internship for Human Services II 3

Track II
HUS 4450 Human Services Capstone II 3

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

TOTAL DEGREE CREDITS 181

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

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

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

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

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

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

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

SCHOOL OF JUSTICE STUDIES

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

CAREER OPPORTUNITIES:
- Software Developer
- Software Application Developer
- Mobile Developer
- Mobile Software Developer
- Mobile Software Engineer
- Cloud Application Engineer

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

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

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

COMPUTER REQUIREMENTS:
Students enrolled in the Universal Windows App Development Specialization must own or utilize a Windows® computer with:
- 3.2 GHz Intel Dual Core i5 or faster CPU (AMD equivalent)
- Windows® 8 (OS provided license through Microsoft® DreamSparkTM)
- 8 GB of RAM (12 GB – 16 GB recommended)
- 500 GB HDD (1 TB recommended)

Students enrolled in the Apple iOS App Development Specialization must own or utilize an Apple Mac® computer with:
- 2.6 GHz dual-core Intel Core i5
- OS X Yosemite
- 8 GB of RAM (12 GB – 16 GB recommended)
- 500 GB HDD (1 TB recommended)
- Able to run Microsoft Windows® within a virtual machine environment (e.g., VMware Fusion, Parallels, VirtualBox)

GENERAL EDUCATION COURSES+

<table>
<thead>
<tr>
<th>UPPER DIVISION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication (Select 1 course)</td>
</tr>
<tr>
<td>Humanities (Select 2 courses)</td>
</tr>
<tr>
<td>Math/Natural Sciences (Select 2 courses)</td>
</tr>
<tr>
<td>Social Sciences (Select 2 courses)</td>
</tr>
</tbody>
</table>

MAJOR AND CORE COURSES

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

SELECT ONE SPECIALIZATION:
- Apple iOS App Development Specialization
- Universal Windows App Development Specialization
- Total Bachelor’s Degree Credits

<table>
<thead>
<tr>
<th>UPPER DIVISION</th>
</tr>
</thead>
<tbody>
<tr>
<td>COP 4309C Apple iOS Programming II</td>
</tr>
<tr>
<td>COP 4683C Apple iOS Cloud Integration</td>
</tr>
</tbody>
</table>

Total Lower Division Credits 90
Total Upper Division General Education Credits 24
Total Upper Division Major and Core Credits 66
TOTAL DEGREE CREDITS 181

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

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

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

MISSION STATEMENT

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

LOWER DIVISION

English Composition
ENC 1101 English Composition 4

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

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

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

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

UPPER DIVISION

Communication
MMC 3407 Visual Communication in the Media+ 4

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

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

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

GENERAL EDUCATION REQUIREMENTS FOR RASMUSSEN COLLEGE

Bachelor’s degree candidates must successfully complete at least twenty-four (24) upper-division general education credits beyond the lower-division credits required in an associate’s degree (see program page for specific requirements). Upper-division courses have course numbers in the 3000s and 4000s, and lower-level courses have course numbers in the 1000s and 2000s. Bachelor’s degree upper-division general education credits should be distributed across the following categories: Communication, Humanities, Math/Natural Sciences, and Social Sciences. Associate’s degree candidates must successfully complete at least thirty-two (32) credits of general education coursework distributed across the following categories: English Composition, Communication, Humanities, Math/Natural Sciences, and Social Sciences (see program page for specific requirements). Diploma programs include general education courses as designated by program. Certificate programs may not include general education courses because they are career focused. Developmental Education Courses do not count toward general education requirements (or major and core requirements) in any program.

GENERAL EDUCATION PHILOSOPHY

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

GENERAL EDUCATION COURSE CATEGORIES

In the areas of English Composition and Communication, students will demonstrate understanding of basic rhetorical strategies including audience, purpose, thesis statements, effective organization, and/or the use of adequate and relevant evidence. In the area of Humanities, students will demonstrate understanding of different forms of art; the difference between creative and critical thinking; the elements associated with various art forms; and/or the function of creative production and expression in society. In the area of Math and Natural Sciences, students will demonstrate understanding of the notation and terminology used in mathematics; the effect that such calculations accomplish; the difference between the valid and invalid use of data and statistics; the fundamental scientific processes, theories, facts, concepts, and principles; the difference between facts and opinions; and/or the steps of the scientific method. In the area of Social Sciences, students will demonstrate understanding of the major concepts, issues, ideas and models in social science; methods of scientific inquiry as they affect social science; methods of qualitative and quantitative research; and/or how social, cultural, and political factors influence social and historical change.
### FLEX CHOICE OPTION: SELF-PACED COMPETENCY COURSE SELECTIONS

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

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

<table>
<thead>
<tr>
<th>Course Equivalent</th>
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<th>Transfer (TR) or Test-Out (TO) Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LOWER DIVISION – GENERAL EDUCATION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower Div. – Social Sci. (or ECO 2013 Macroeconomics)¹</td>
<td>Macroeconomics</td>
<td>The course objective is to introduce the student to the study of general economic principles such as supply and demand; gross domestic product; inflation; unemployment; fiscal policy; monetary policy interest rates; the exchange rate; and being able to formulate and assess macroeconomic policy suggestions. Prerequisites: None</td>
<td>4 (TR)</td>
</tr>
<tr>
<td>Lower Div. – Social Sci. (or ECO 2023 Microeconomics)¹</td>
<td>Microeconomics</td>
<td>The course objective is to enable the student to explore the behavior of individual consumers and firms in the marketplace; evaluate decisions, both public and private, with an economic lens, and apply conceptual principles of microeconomics in practical ways to everyday life. Prerequisites: None</td>
<td>4 (TR)</td>
</tr>
<tr>
<td><strong>UPPER DIVISION – GENERAL EDUCATION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper Div. – Humanities (or ART 3477 Art in the World and the Workplace)¹</td>
<td>Visual Communication in the Media</td>
<td>Students will develop visual literacy skills that allow proper analysis of how and why images are used to convey messages to viewers. This skill will help students identify how common social ideas are visually perpetuated and used in the media. They will also be able to analyze how to effectively and ethically use visuals to target a particular audience. Practice includes active analysis of visual cues and elements and the reasoning behind how to use visual cues and elements that are pleasing to the sensory perceptions of viewers. Students will also assess the use of visuals to persuade viewers. Finally, students will learn ethical principles in the use of visuals to avoid creating propaganda or manipulative imaging, as well as the ethical philosophies that motivate visual communication in the media. Prerequisites: None</td>
<td>4 (TO)</td>
</tr>
<tr>
<td>Upper Div. – Humanities (or PHY 4060 Understanding Ourselves Through Physics: From Newton to Your Cell Phone)¹</td>
<td>Art in the World and the Workplace</td>
<td>The course explores the roles of music, poetry, prose, and visual art in our modern workplace and home lives. Topics include the benefits of art in the home, community, and workplace. These include creativity, focus, happiness, networking opportunities, curiosity, idea generation, reduction of stress, and increase of morale. The course is an historical perspective of the role and application of art, up to and including the 21st century. Prerequisites: None</td>
<td>4 (TO)</td>
</tr>
<tr>
<td>Upper Div. – Humanities (or PSY 3738 The Psychology of Social Media)¹</td>
<td>Understanding Ourselves Through Physics: From Newton to Your Cell Phone</td>
<td>This course tracks how we have understood ourselves and our world—including time, space, gravity, and our gadgets—as understanding of physics has evolved. Topics will include Newton’s “discovery” of gravity, Einstein and relativity, energy particles and waves, the atom and how we use it, Schrödinger’s cat, and modern technologies. Prerequisites: None</td>
<td>4 (TO)</td>
</tr>
<tr>
<td>Upper Div. – Math (or MAT 3172 The Mathematics of Games)¹</td>
<td>The Mathematics of Games</td>
<td>This course serves as an introduction to the mathematics of games. Math topics may include, but are not limited to, probability, combinatorics, and introductory game theory. Techniques and methods are developed through the examination and analysis of classic games and problems. This course also includes the study of applications of probability and game theory in both business and industry. Discussions include the use of utility theory to establish payoffs in real-world settings. Prerequisites: None</td>
<td>4 (TO)</td>
</tr>
<tr>
<td>Upper Div. – Social Sci. (or SYG 4119 Sociology in a Digital World)¹</td>
<td>Sociology in a Digital World</td>
<td>This course examines how society’s structure adapts as densely populated cities grow and more crowds congregate and create data in cyberspace. Topics to be explored through a sociological lens include wikis, big data, the digital divide, online networking, the evolution of language, and deviance. Prerequisites: None</td>
<td>4 (TO)</td>
</tr>
<tr>
<td>Upper Div. – Social Sci. (or PSY 3738 The Psychology of Social Media)¹</td>
<td>The Psychology of Social Media</td>
<td>This course examines psychology impacts when humans engage with peers through online networks for social and professional use. Benefits to be explored include networking, distance team building, access to global perspectives, and social media’s impact on Benedict Anderson’s “Imagined Communities”. Also explored will be the psychology of harmful online behaviors such as cyberbullying and trolling. Prerequisites: None</td>
<td>4 (TO)</td>
</tr>
</tbody>
</table>

### COMPETENCY COURSE TRANSFER POLICY

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

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

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

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

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

The course prefix and each digit in the course number have a meaning in the SCNS. The listing of prefixes and associated courses is referred to as the “SCNS taxonomy.” Descriptions of the content of courses are referred to as “statewide course profiles.”

Example of Course Identifier

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Level Code</th>
<th>Century Digit</th>
<th>Decade Digit</th>
<th>Unit Digit</th>
<th>Lab Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENC</td>
<td>Lower (Freshman)</td>
<td>(first digit)</td>
<td>(second digit)</td>
<td>(third digit)</td>
<td>(fourth digit)</td>
</tr>
</tbody>
</table>

### General Rule for Course Equivalencies

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

For example, a freshman composition skills course is offered by 84 different public and nonpublic postsecondary institutions. Each institution uses “ENC 1101” to identify its freshman composition skills course. The level code is the first digit and represents the year in which students normally take the course at a specific institution. In the SCNS taxonomy, “ENC” means “English Composition,” the century digit “1” represents “Freshman Composition,” the decade digit “0” represents “Freshman Composition Skills,” the unit digit “1” represents “Freshman Composition Skills I.”

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

Transfer of any successfully completed course from one participating institution to another is guaranteed in cases where the course to be transferred is equivalent to one offered by the receiving institution. Equivalencies are established by the same prefix and last three digits and comparable faculty credentials at both institutions. For example, ENC 1101 is offered at a community college. The same course is offered at a state university as ENC 2101. A student who has successfully completed ENC 1101 at a Florida College System institution is guaranteed to receive transfer credit for ENC 2101 at the state university if the student transfers. The student cannot be required to take ENC 2101 again since ENC 1101 is equivalent to ENC 2101. Transfer credit must be awarded for successfully completed equivalent courses and used by the receiving institution to determine satisfaction of requirements by transfer students on the same basis as credit awarded to the native students. It is the prerogative of the receiving institution, however, to offer transfer credit for courses successfully completed that have not been designated as equivalent. NOTE: Credit granted to institutions on the quarter-term system may not transfer the equivalent number of credits to institutions on the semester-term system. For example, 4 1/2 hour hours often transfers as 2.67 semester hours.

The Course Prefix

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

### Authority for Acceptance of Equivalent Courses

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

###_exceptions
to the General Rule for Equivalency

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

A. Courses not offered by the receiving institution.

B. For courses at non-regionally accredited institutions, courses offered prior to the established transfer date of the course in question.

C. Courses in the 900-999 series are not automatically transferable, and must be evaluated individually. These include such courses as Special Topics, Internships, Apprenticeships, Practicums, Study Abroad, Theses, and Dissertations.

D. Applied academics for adult education courses.

E. Graduate courses.

F. Internships, apprenticeships, practica, clinical experiences, and study abroad courses with numbers other than those ranging from 900-999.

G. Applied courses in the performing arts (Art, Dance, Interior Design, Music, and Theatre) and skills courses in Criminal Justice (academy certificate courses) are not guaranteed as transferable. These courses need evidence of achievement (e.g., portfolio, audition, interview, etc.).

### Courses at Non-Regionally Accredited Institutions

The SCNS makes available on its home page (http://scns.fldoe.org) a report entitled “Courses Not on Regionally Accredited Institutions” that contains a comprehensive listing of all nonpublic institution courses in the SCNS inventory, as well as each course’s transfer level and transfer effective date. This report is updated monthly.

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

### Rasmussen College Course Numbering System

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

- **IMT** 151 Introduction to Medical Theories and Techniques

  - The first three characters of the code are an alphabetic acronym representing the title of the course.
  - In the example, “IMT” represents “Introduction to Medical Theories and Techniques.”

  - The first digit of the number represents the level at which the course is generally offered.

- “1” designates courses generally offered during the student’s first year of study.

- “2” designates courses generally offered during the student’s second year of study.

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

- “1” represents Business courses.

- “2” represents Accounting courses.

- “3” represents Computer Science courses.

- “4” represents Management courses.

- “5” represents Medical courses.

- “6” (not currently used)

- “7” represents General Education courses.

- “8” (not currently used)

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

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

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

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

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

### Program Length

A Rasmussen College student enrolled in an AcceleratED program is considered full-time when he or she is taking 12 or more credits per term (six or more credits per six-week AcceleratED session). While a student is considered part-time when he is taking less than 12 credits per term, a part-time student typically takes an average of 6 credits per term. To calculate program length, the College divides the total program credits by 12 for full-time students and 8 credits for part-time students.

### Credit Definition

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

Clock Hour – Equal to 50 minutes of instruction.
ACG 2062C Computer Focused Principles 40 hours, 4 credits
This course is designed to teach students to accomplish common accounting functions through the use of the computer. Students will learn to maintain accounting records on a computer, input and process information and produce standard accounting reports. This course covers common accounting functions such as maintaining accounts receivable, accounts payable and general ledgers.
Prerequisite: None

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

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

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

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

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

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

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

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

BUL 2241 Business Law 40 hours, 4 credits
This course presents fundamental principles of law applicable to business transactions. The course addresses legal issues of business and sales contracts.
Prerequisite: None

BUL 3262 Business Law and Finance 40 hours, 4 credits
This course will introduce students to the fundamentals of law applicable to business transactions, the types of business organizations, property laws, wills, trusts, estate planning, bankruptcy, creditor and debtor relationships, commercial paper, securities regulation, contracts, and other areas of the law. Commercial Code and business law. Students will analyze how these concepts and principles impact financial managers and financial analysts.
Prerequisite: None

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

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

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

CCJ 3367 Victims in Criminal Justice 40 hours, 4 credits
This course focuses on the importance of the victim in the criminal justice system’s process. The victim’s role in the criminal justice process, and movement through the system legislation regarding victims’ impact on judicial proceedings are examined. A variety of crimes and types of victims are explored.
Prerequisite: None

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

CCJ 4015 Values-Based Leadership in Criminal Justice 40 hours, 4 credits
This course will introduce students to the knowledge of criminal justice issues and social research methodology by completing a research project on an approved thesis proposal. Students will design and carry out a research study, collect and analyze resulting data, and integrate their research and findings into a formal thesis.
Prerequisite: Criminal Justice Seminar; students should be in their last or second-to-last quarter

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

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

CCJ 4542 Criminal Justice Seminar 50 hours, 4 credits
This course will provide students with the opportunity to explore an area of criminal justice that is of specific interest to their career or an area of relevant interest in their personal life. This may include any area of justice studies, with the approval of the instructor. Students will conduct a thorough review of their topic and present their work in the form of a final project.
Prerequisite: Statistics in Criminal Justice; Research Methods in Criminal Justice

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

CDA 3315C Fundamentals of Enterprise Architecture 40 hours, 4 credits
This course is the study of business enterprise analysis, design, planning and implementation. It places focus on working with stakeholders, modeling and identifying business and IT solutions, determining the information security risk for an organization, and re-engineering business processes. Topics include current software architecture methodologies, business process modeling, and enterprise information security methodologies. This course will prepare students to work with stakeholders to ensure that information technology is in alignment with the goals of the business.
Prerequisite: None

CCJ 4015 Values-Based Leadership in Criminal Justice 40 hours, 4 credits
This course will address some unique ethical challenges that arise from peace and related fields may confront. Topics of discussion and evaluation include delegation and abdication of duties; use of power, manipulation, and influence; discretion and how they apply to the business world of personal character in service professions.
Prerequisite: Ethics Around the Globe
CDA 3428C Fundamentals of Distributed Application Architecture 40 hours, 4 credits
This course is the study of the design and use of distributed software applications as part of a distributed enterprise architecture in a typical business. It places focus on the software development process, business process analysis, and generating requirements for business technology. Topics include software architecture, business process analysis, agile development, and scalability. This course will prepare students for success in mobile application development project planning, documenting hardware and software requirements to support current and future transaction needs, and managing, and following end-to-end data flows for a given business process.
Prerequisite: None

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

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

CIS 3917C Fundamentals of Distributed Database Management 40 hours, 4 Credits
This course is the study of distributed databases and the technical architecture they reside on. It places focus on geographically separated databases and the use of distributed databases as stand-alone database management systems, scalability, replication, and overall high availability concepts as they relate to distributed databases. This course will prepare students to implement enterprise worthy, geographically separated databases.
Prerequisite: None

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

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

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

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

CJ 2702 Practical Psychology for Law Enforcement 40 hours, 4 credits
Students will examine principles of psychology related to law enforcement work. They will study fundamental concepts from a psychological perspective, focusing on the real-world effects these principles produce on police officers, their families, and the citizens they serve. Students will use apply ideas and language to create effective victim- and witness-interviewing strategies, offender behavior-modification approaches, and decision-making skills. They will review the short- and long-term physiological and psychological effects of stress, trauma, and occupational experiences unique to the profession. Prerequisite: Policing 1B America

CJ 4444 Crime Prevention 40 hours, 4 credits
This course will explore the goals and types of various crime-prevention strategies. Physical environments and crime, neighborhood crime prevention, the media, and crime displacement will be explored. The course will examine persons and conditions associated with high rates of deviance. Prerequisites: Introduction to Criminal Justice, Policing 1B America, Research Methods in Criminal Justice

CJL 3297 Constitutional Law 40 hours, 4 credits
This course is the study of the design and use of cloud-based distributed databases. Topics include a review of database fundamentals, database connectivity, query optimization, and the use of application program interfaces (APIs) as they relate to specific vendor databases. This course will prepare students to extract data from a distributed database and then present the data within a mobile software application.
Prerequisites: None

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

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

COM 3255 Coding as Language 40 hours, 4 credits
This course emphasizes thinking and writing within global contexts, in collaborative situations, and in various electronic environments. Students will address real-life databases and programming environments and HTML, as well as imagine how programming languages and HTML may act as a global lingua franca, or common language, in the future.

Prerequisite: None

COP 3362C Apple iOS Programming I 40 hours, 4 credits
This course provides students an introduction to the basic features of the Apple Swift programming language as it applies to iOS mobile application development. It places a focus on the history, features, and advantages of the Swift programming language, utilizing the Apple Xcode programming environment, demonstrate a mastery of Swift programming basics, and develop a basic Apple Swift mobile application.
Prerequisites: Enterprise Architecture, Distributed Application Architecture

COP 4309C Apple iOS Programming II 40 hours, 4 credits
This course presents advanced application design and Apple Swift programming techniques related to iOS mobile application development. Students will analyze user interface design and the iOS features that support it, demonstrate a mastery of iOS user interface tools, construct a Swift database application, and develop a basic Apple Swift mobile application that accesses Cloud.
Prerequisite: Apple iOS Programming I

COP 4474C Universal Windows Applications Programming I 40 hours, 4 credits
This course presents advanced application design and Apple Swift programming techniques related to iOS mobile application development. Students will analyze user interface design and the iOS features that support it, demonstrate a mastery of iOS user interface tools, construct a Swift database application, and develop a basic Apple Swift mobile application that accesses Cloud.
Prerequisite: Apple iOS Programming I

COP 4683C Apple iOS Cloud Integration 40 hours, 4 credits
This course focuses on the development of iOS mobile applications that access cloud computing resources. Students will explore the software development kits (SDKs) available from commercial cloud vendors, demonstrate a mastery of the Amazon Web Services Mobile SDK, demonstrate a mastery of the Microsoft Windows Azure Mobile Services iOS SDK, and incorporate AWS or Azure functionality into a working iOS mobile application.
Prerequisite: Apple iOS Programming II

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

CPO 4003 Comparative Politics 40 hours, 4 credits
This course will introduce students to the field of comparative politics by examining the classification of political systems according to institutional and developmental characteristics. Causes and costs of political stability and instability will be explored. Comparison will be made between contemporary political institutions and processes in various countries.
Prerequisite: American/US National Government

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

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

E410 Senior Seminar 0 hours, 0 credits This seminar course challenges students at the end of their program of study to reflect on concepts and skills learned in courses across the curriculum. Summative assessments focus on general education skills that provide the basis for lifelong learning. The course is required for graduation from a bachelor’s degree program.

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

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

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

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

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

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

EEC 3011 Empowering Contemporary Families 40 hours, 4 credits This course explores various types and structures of families. Students will review the intersection of transformations of families and discuss contemporary families and communities. Students will also examine the major social issues contemporary families face. This course emphasizes a hands-on approach of strengthening families through effective programming practices. Prerequisite: None

EEC 3015 Observation and Assessment for Effective Curriculum Planning 40 hours, 4 credits This course provides a framework for using best practices in observation and assessment in the early childhood classroom. Emphasis will be given to the necessity of high-quality observation and assessment techniques for effective teaching. Students will examine assessment tools as well as learn about documenting children’s learning. Prerequisite: Effective Teaching Strategies

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

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

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

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

ECC 4005 Advanced Principles and Perspectives of Child Development 40 hours, 4 credits This course is an advanced study in the theory and practice of child development. An evaluation of current educational practices as developmentally appropriate will challenge students to examine their own perspectives on how children learn. Focus will be on the primary years of development through 6-depth exploration of gender roles, socialization, and cultural perspectives. Prerequisite: None

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

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

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

EEC 4030 Supporting Exceptional Children and Families 40 hours, 4 credits This course is an advanced approach to supporting children with exceptional needs. Emphasis will be given to cultural influences and resources for supporting families. Students will explore the history and contemporary issues of special education legislation as it pertains to the inclusive classroom. Prerequisite: None
EEE 4040 Trends in Early Childhood Education: Current Research and Policies

This course explores trends in the early childhood education field. Students will examine current research and national and state legislative policies. Students will also develop skills in critiquing and analyzing research findings on early childhood development and education. Students will gain knowledge of current legislative policies and determine their effect on young children, families, and early childhood education.

Prerequisite: Students must be in their last or second-to-last session.

ENC 1101 English Composition

40 hours, 4 credits

This course is designed to guide students in understanding the writing process and developing their ability to write and express ideas in an organized, unified, and coherent manner. Students will produce college-level writing that reflects awareness of rhetorical strategies, writing purpose, student voice, and appropriate grammar, punctuation, and usage skills. Through reading, writing, discussion, research, and collaboration, students will learn practice effective writing and apply course concepts.

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

EVR 3410 Human Uses of the Environment

40 hours, 4 credits

This course will cover an in-depth exploration of the integrated relationship between human life and the surrounding environment, beginning 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

FIN 1000 Principles of Finance

40 hours, 4 credits

This course will cover an introduction to financial institutions, investment techniques, and financial management. Students will examine acquisition of funds, cash flow, financial analysis, cash budgeting, capital requirements, and capital structure.

Prerequisite: Financial Accounting I

FIN 1202 Financial Markets and Institutions

40 hours, 4 credits

This course is the standard introduction to the banking profession, financial markets, and financial institutions. It touches on nearly every aspect of financial services, from the fundamentals of negotiable instruments to contemporary issues and developments within the industry.

Prerequisite: None

FIN 3122 Intermediate Financial Management

40 hours, 4 credits

This course uses financial theories and skills as a foundation to help student learn to make effective financial decisions. Students will assimilate advanced financial topics such as securities analysis and risk management. The course also provides a detailed discussion of mortgages and commercial loans.

Prerequisite: Advanced Principles of Financial Management

FIN 3247 Investments and Security Markets

40 hours, 4 credits

This course will instruct the student on how to assess a corporation in the current markets and identify the factors necessary to value security prices. Students will gain an understanding of strategies and applications that can be used to measure and assess the quality of investments.

Prerequisite: Advanced Principles of Financial Management

FIN 3396 International Finance

40 hours, 4 Credits

This course will focus on the exchange rate, trade, and international finance of the organization. This course instructs the students to be proficient within the international environment.

Prerequisite: Advanced Principles of Financial Management

FIN 3434 Applied Analysis in Corporate Finance

40 hours, 4 credits

This course will instruct the student on the evaluation of an institution’s financial policy. The topics covered in the course will be the time value of money, financial ration analysis, cash flows, capital budgeting, and international issues.

Prerequisite: Advanced Principles of Financial Management

FIN 4019 Financial Modeling

40 hours, 4 credits

This course provides the theoretical foundation and practical tools to enable students to use financial modeling to make sound business decisions. Key areas of focus are based on options pricing models. These models include the Monte Carlo studies.

Prerequisite: Advanced Principles of Financial Management

FIN 4372 Investment Portfolio Management

40 hours, 4 Credits

This course will focus on the design of common stock portfolios and other investments. The student will incorporate analytical procedures in making sound investments decisions based on quantification analysis and portfolio construction, management, and protection using the Eagle Investment Group portfolio.

Prerequisite: Advanced Principles of Financial Management

FIN 4955 Finance Capstone II

30 hours, 3 credits

This course will combine and apply the finance, business, and general education courses offered in the Finance Bachelor of Science Degree. Students will develop research strategy and problem solving skills used for business analysis. They will examine the use of qualitative and quantitative research methodology and develop professional writing skills for presenting research findings. They will experience using various research methods such as surveys, business research proposals, and dashboards. This course includes educational resources from Harvard Business Publishing.

Prerequisite: None

GEB 3275 Consumer Behavior

40 hours, 4 credits

Students focus on demographics, lifestyle, social and cultural trends, and the impact on consumer motivations and behavior. Topics for exploration include the consumer decision-making process, family, learning, personality, group dynamics, market adjustment, product innovation and the impacts on the business world. Market research techniques and strategies in conjunction with the analysis of business to business as well as business to consumer sales are included. Students assess the managerial application of consumer behavior including ethics and legal implications.

Prerequisite: None

GEB 3388 Winning Customer Service Strategies

40 hours, 4 credits

Motivating and empowering employees to provide outstanding customer service is critical to an entrepreneur’s success. This course teaches students the strategies, techniques, and tools for developing and sustaining long term customer relationships. Cutting-edge customer relationship management tools will be explored, as well as how to create customers who are promoters of your brand.

Prerequisite: None

GEB 3422 Business Project Management

40 hours, 4 credits

This course provides students with the essential elements and foundational standards used to manage projects, programs and portfolios in any industry. Students will develop project scope and scheduling skills as well as assess program bidding and proposal processes. They will evaluate the impact of scope definition, and explore how to manage teams, expectations and project stakeholders.

Prerequisite: None

GEB 4220 Managing a Diverse Workforce

40 hours, 4 credits

This seminar course examines diversity from a personal, group, organizational, national, and global perspective. Students will explore stereotypes of individuals within organizations, and they will study how these stereotypes affect people within the workplace. Students will also examine issues in conducting business and managing people within a global setting.

Prerequisite: None

GEB 4230 Real Estate Development for Business

40 hours, 4 credits

This course teaches students the business strategies and techniques for website design and development. Key areas include usability studies, information architecture design, and working with information technology professionals to develop the website. This course includes educational resources from Harvard Business Publishing.

Prerequisites: Search Engine Optimization and Marketing Strategies; Web Analytics

GEB 4410 Advanced Principles of Marketing

40 hours, 4 credits

This course examines developing, designing, and implementing marketing programs, processes, and activities. Key areas of focus include marketing strategy and brand building strategies, market segmentation, and delivering and communicating value.

This course includes educational resources from Harvard Business Publishing.

Prerequisite: None for students enrolled in AcceleratED programs

GEB 4505 Organizational Development

40 hours, 4 credits

This seminar course builds upon the theories introduced in Organizational Behavior Analysis. In this course, students examine qualitative approaches, quantitative approaches, and process-based approaches to organizational development through the stories of professionals involved in organizational change. Students will critically examine the design, management, and control of organizational development programs. This course includes educational resources from Harvard Business Publishing.

Prerequisite: None

HIM 3611 Health Information Management

40 hours, 4 credits

Students will study health information principles in the management and use of human capital within various healthcare organization settings, including specific evaluation an application of human resources within and relating to the health information management functions. Students will have a broad exposure to approaches, techniques and future trends in the management of personnel in healthcare. The course includes a study employment laws, workforce education and training, performance standards and evaluation, qb analysis, bba analytics, benchmarking, trends and market analysis, wage and salary administration, human resource budget analysis, contract management, ergonomic principles and cost benefit analysis of human resource needs.

Prerequisites: None

HIM 3910 Healthcare Statistics and Reporting

40 hours, 4 credits

This course will enable the student to apply commonly utilized healthcare statistical formulas and descriptive and inferential statistics in the analysis of healthcare data. Students will be able to understand the availability of computerized statistical packages and evaluate effective data collection, data interpretation, reporting and presentation techniques for healthcare and patient care related studies, including those related to quality, utilization and risk management. Research design and methods
COURSE DESCRIPTIONS

such as qualitative, quantitative, evaluative and outcomes will be applied. An understanding of epidemiology and the utilization of vital statistics in the healthcare environment will be examined. Analysis of the national guidelines regarding health care research will be explored within the context of the Institutional Review Board process at healthcare organizations.

Prerequisite: None

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

Prerequisite: Medical Terminology

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

Prerequisite: Introduction to Healthcare Administration

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

Prerequisite: None

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

Prerequisites: Introduction to Healthcare Administration; Financial Accounting II

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

Prerequisite: None

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

Prerequisite: None

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

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

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

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

Prerequisite: Introduction to Healthcare Administration

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

Prerequisite: Introduction to Healthcare Administration

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

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

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

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

HSA 4922 Healthcare Management Capstone 30 hours, 3 credits
This online course is designed to allow students to integrate the knowledge and skills gained in the Healthcare Management B.S. program. Through case analysis, class discussion, and a research project, students will synthesize and demonstrate their understanding of core healthcare-management concepts through completion of a Capstone project approved by the instructor. This course includes educational resources from Harvard Business Publishing.

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

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

Prerequisite: None

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

Prerequisite: None

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

Prerequisite: None

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

Prerequisite: None

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

Prerequisite: None

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

Prerequisite: None

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

Prerequisite: None

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

Prerequisite: None

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

Prerequisite: None

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

Prerequisite: None

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

Prerequisite: None

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

Prerequisite: None

HUS 3025 Interpersonal Relations for Helping Professions 4 credits, 40 hours lecture
In this course, students will develop a broader perspective on human services as a strategic ethical leader. They will practice designing programs and implementation and...
In this course, students will practice completing intake interviews and observations to gather information to assess clients’ situations. They will also practice interpreting the information they gathered to identify client needs and document a social history. They will also practice using the Diagnostic Statistical Manual (DSM) to interpret clients’ diagnoses and identify needs related to mental health disorders. This course lays the groundwork for pricing developing and implementing intervention plans in the Intervention Plans and Resources course.

Prerequisite: None

HUS 4450 Human Services Capstone II

3 credits, 30 hours lecture

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

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

IDC 3152 Enterprise Resource Reporting

40 hours, 4 credits

In this course, students will develop an understanding of advanced enterprise resource reporting and business intelligence and how businesses can use them to support decision making. Major electronic techniques and tools for classifying, segmenting, and analyzing business information will be examined. Students will learn how to integrate enterprise resource tools into standard business processes.

Prerequisite: None

IDC 3309 Data Warehousing

30 hours, 3 credits

This course studies methods used to centralize data and provide meaningful business reporting based on this aggregated data. This course focuses on designing, building, managing, and maintaining data warehouses.

Prerequisite: None

IDC 3688 Advanced Relational Databases for Business Applications I

40 hours, 4 credits

In this course, students learn to lead the management and implementation of enterprise relational database solutions within a corporate environment. Students will learn about leading relational solutions, how to assess the business needs for an enterprise database solution, and how to create the business requirements for the selected solution. Key decision-making criteria like performance, compliance, security, and scalability requirements will be addressed. Students will present their solution recommendation in a written document and oral presentation.

Prerequisite: None

IDC 4088 Business Process Reengineering

40 hours, 4 credits

This course explores business process reengineering in the context of high and low performing organizations. Students will examine the productivity and output of an organization and how it relates to revenue and growth. Students will then analyze and strategize on how to create and implement processes that enable organizations to continuously improve performance. Evaluation and assessment of management process and production will be analyzed. Key topics such as the cost/benefit analysis, creating stakeholder teams, and creating a service-oriented culture will also be examined.

Prerequisite: None

IDC 4111 Advanced Relational Databases for Business Applications II

60 hours, 4 credits

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

Prerequisite: Advanced Relational Databases for Business Applications I
COURSE DESCRIPTIONS

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

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

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

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

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

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

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

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

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

LIT 3382 Modern World Literature
40 hours, 4 credits
This course explores how authors from around the world have engaged with important themes and historical events since the onset of modernism near the start of the 20th century. Students will examine the interplay of fiction and history, the varieties of literary style, and the cultural and historical contexts that link them and 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, et cetera.
Prerequisite: None

MAN 1300 Introduction to Human Resource Management
40 hours, 4 credits
This course is an introduction to the management and leadership of an organization’s human resources. It explores the importance of establishing and administering the goals, policies, and procedures of the organization. Topics discussed include: communication, employee benefits, interview techniques, motivation, safety, hiring, discipline, and employment guidelines. This course includes educational resources from Harvard Business Publishing.
Prerequisite: None

MAN 2021 Principles of Management
40 hours, 4 credits
Students enrolled in this course will develop managerial skills and insights by studying management practices. In addition, they will develop an understanding of the manager/employee relationship and the legal and ethical issues that impact these relationships. This course includes educational resources from Harvard Business Publishing.
Prerequisite: None

MAN 2062 Business Ethics
40 hours, 4 credits
This course presents an examination of current moral and ethical issues that arise in the world of business, as well as an analysis of the main theories of moral obligation, right and wrong action, and good and bad values.
Prerequisite: None

MAN 2793 Introduction to Functional and Project Management
40 hours, 4 credits
This course examines various management roles and how they interact within organizations by analyzing the daily tasks and responsibilities within each management role. The course covers how divisional managers lead teams, investigates cross functional team relations and discusses the importance of developing project management skills within various management disciplines.
Prerequisite: None

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

MAN 3137 Applied Management Principles
40 hours, 4 credits
This course will review foundational management skills and insights derived from the study of management practices. Through theory, self-analysis, and analysis of others, this course provides students with the knowledge, skills, and attitudes needed to become an effective manager. Specific topics covered include managing stress; solving problems; coaching, influencing, and motivating others; team-building; and leading change.
Prerequisite: None

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

MAN 3429 Modern Human Resource Management
40 hours, 4 credits
This seminar course introduces students to timely human resources topics: helping organizations manage workplace planning related to mergers and acquisitions, outsourcing and offshoring as a workload planning strategy, and sustainability and corporate social responsibility.
Prerequisite: Introduction to Human Resource Management

MAN 3504 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

MAN 3668 Strategic Human Resource Management
40 hours, 4 credits
This course is designed to teach students how to integrate the human resource function with an organization’s overall strategic planning process. Students will learn how to establish human resource goals and objectives in the context of an organization’s business goals to help increase employee performance and satisfaction. Strategies for creating a culture that values innovation and competitiveness will also be explored.
Prerequisite: None

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

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

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

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

MAN 4320 Human Resource Recruitment and Selection
40 hours, 4 credits
This course introduces students to the basic principles and techniques of staffing the workplace. Students will review the theories and strategies utilized in staffing, planning, recruiting, and selection and performance assessment. This course includes educational resources from Harvard Business Publishing.
Prerequisite: None for students enrolled in AcceleratedED programs

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

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

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

MAT 1013 College Algebra
40 hours, 4 credits
This course provides students with the skills to achieve mastery of algebraic terminology and applications including, but not limited to, real number operations, variables, polynomials, integer exponents, graphs, factoring, quadratic equations, and word problems.
Prerequisite: Passing grade in Foundation coursework or placement determined by Rasmussen College entrance placement exam

MAR 3172 The Mathematics of Games
40 hours, 4 credits
An introduction to the mathematics of games. Math topics may include, but are not limited to, probability, statistics, and introductory game theory.
Prerequisites: None

MEA 1460 Clinical Laboratory Applications & Diagnostic Procedures I
100 hours, 6 credits
Students will gain overall knowledge within the fields of clinical, administrative and technical training where they will perform a wide variety of clinical, administrative and technical duties. They will develop their skills to better prepare them for their future employment in the Medical Assisting field. Under no circumstances will the student extern receive pay for the externship hours worked.
Prerequisite: Successful completion of all medical assisting core courses except Career Development and Seminar courses
Corequisite: Medical Assisting Capstone

MEA 2976 Medical Assisting Professional Externship
260 hours, 6 credits
In conjunction with the Medical Assisting Capstone course, students will train in a physician’s office/clinic or medical center. They will complete 240 hours of Medical Assistant training where they will perform a wide variety of clinical, administrative and technical duties. They will develop their skills to better prepare them for their future employment in the Medical Assisting field. Under no circumstances will the student extern receive pay for the externship hours worked.
Prerequisite: Successful completion of all medical assisting core courses except Career Development and Seminar courses
Corequisite: Medical Assisting Capstone

MLT 1728 Introduction to Chemistry
40 hours, 3 credits
In this course, students study the knowledge and skills they have learned in the Human Resource and Organizational Leadership Bachelor of Science Degree to a real-world business scenario. Key areas of focus include: strategic human resource management, organizational leadership, workforce performance, international leadership, human resources, compensation, and employment law. This course is designed to be taken at the end of the program.
Prerequisite: Human Resources and Organizational Leadership Bachelor’s student in last or second-to-last quarter

MLT 2775 Clinical Practicum
360 hours, 12 credits
Supervised clinical rotations and/or simulation laboratory experience of the microbiology, immunohematology, clinical chemistry, urinalysis, hematology, and phlebotomy departments.
Prerequisite: Approval by MLT Program Coordinator/Director; completion of all coursework required by clinical affiliate and MLT Program Coordinator

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

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

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

PREREQUISITE: Satisfactory score on placement exam or passing grade in B087 Practical Math or B095 Combined Basic and Intermediate Algebra

PHY 4050 Understanding Ourselves Through Physics—From Newton to Your Cell Phone
40 hours, 4 credits
This course tracks how we have understood ourselves and our world—including time, space, gravity, and our gadgets—as understanding of physics has evolved. Topics will include Newton’s “discovery” of gravity, Einstein and relativity, energy particles and waves, the atom and how we use it, Schrödinger’s cat, and modern technologies.
Prerequisites: None

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

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

RMI 4200 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: None

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

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

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

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

TRA 4490 Supply Chain and Logistics Management Internship
70 hours, 3 credits
TRA 4490LL Field Experience (60 hours, 2 credits)
This course will synthesize outcomes from the Supply Chain and Logistics Management program and allow students to exhibit their learning in a field experience. Students working in-field will reflect upon and apply knowledge and skills in the areas of global logistics, operations, supply chain, process improvement, and advanced technologies. At the conclusion of their internships, students will submit a capstone project demonstrating synthesis of, and reflection upon, their learning.
Prerequisite: Supply Chain and Logistics Management student in their final term

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

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

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

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

College Acceptance or Rejection of Application for Admission
The College will notify each applicant in writing of acceptance or rejection based on fulfillment of the following requirements:

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

Students accepted into Surgical Technologist, Medical Laboratory Technician, Law Enforcement Skills, Law Enforcement Academic and Law Enforcement AAS, Nursing, Early Honors programs and Individual Progress and Audit students as well as reentering students who have already successfully completed the College Experience Course are exempt from completing the Online College Readiness Course. All financial arrangements are complete, submitted and verified.
• For selected programs, applicants must also pass a criminal background check. See additional information.
• Individuals applying for admission to the Computer Science, Law Enforcement, Medical Laboratory Technician, Software Application Development, Surgical Technologist, or School of Nursing programs must meet program-specific admissions requirements, in addition to all general Rasmussen College admissions requirements. See the admissions policies for these programs under Academic Information and College Policies.
• Professional Students are required to submit the following in addition to those requirements in order to apply for admission to Rasmussen College:
  - Graduates of high schools outside of the United States need to provide an official transcript or high school diploma along with their standard attestation. If the transcript/diploma is not in English, it needs to be evaluated by an academic credential evaluation agency to indicate the student’s education level equivalent to U.S. secondary education standards. The College will notify you in writing of your acceptance or rejection. All money paid to the College will be refunded if you are not accepted. All new students will complete an orientation program prior to beginning classes which includes an informational session covering college policies and services. The required orientation program provides students with valuable tools and knowledge necessary for success at Rasmussen College.

The College reserves the right to reject any application to which good faith is not given, or if the applicant is seeking to enroll for any reason other than to obtain an educational degree or credential, or if the College determines that admission of the applicant would create a potential danger or disruption to the College or its existing students, staff and faculty.

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

AcceleratedED Bachelor’s Degree Programs College Acceptance or Rejection of Application
The College will notify each applicant in writing of acceptance or rejection based on fulfillment of the following additional requirements:

• Completion of the AcceleratedED Online Orientation course
• Applicants must have a conferred Associate of Science (AAS), or Associate of Applied Science (AAS) degree from a regionally or nationally accredited institution which is recognized by the Department of Education, or
• Alternatively (in some programs), the student must have successfully completed 60 quarter or 40 semester college-level credits with a grade of “C” or higher or GED or any college entry level proficiency test with a score of 70 or higher.

Students who have already successfully completed a degree with a grade of “C” or higher, college-level Math or Natural Science and English Composition coursework even if plans to transfer credits from a previously attended program. Any student who is not transferring successfully completed college-level Math or Natural Sciences and/or college-level English Composition coursework must achieve a score on the College entrance placement examination acceptable for admission into the College at a level that does not require developmental coursework. See transfer policies for program-specific entrance requirements.

Assessment
Rasmussen College has developed an institutional culture wherein assessment is at the heart of the College’s daily functions. The Rasmussen College Comprehensive Assessment Plan (CAP) is the primary measurement for the Rasmussen College mission. The CAP is organized around the Mission Statement and the five purposes that support the mission. For each purpose, supporting objectives have been developed, and assessment tools are used to collect data and assess each objective. In this way, the College systematically assesses the purposes and, ultimately, the mission of the Institution. To guide this process, Rasmussen College has established five Councils, which align with the five purposes that support the mission; as such the College provides its faculty and staff with a central role in the decisions that impact the future of the Institution. In the spirit of this learning-focused approach to the mission, Rasmussen College specifically at Rasmussen College follows a pattern of incoming, ongoing, and outcome assessment. The College has an academic assessment plan that it uses to evaluate and improve the quality of learning and teaching. The academic assessments used measure incoming student skills through a placement test to determine student readiness; academic program success with accountability skills; ongoing skills in a formative fashion in individual courses; and end of program skills through various program outcomes assessments.

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

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>0-17</td>
</tr>
<tr>
<td>English</td>
<td>18-25</td>
</tr>
<tr>
<td>English</td>
<td>26-40</td>
</tr>
<tr>
<td>Math</td>
<td>0-7</td>
</tr>
<tr>
<td>Math</td>
<td>8-20</td>
</tr>
</tbody>
</table>

Course Placement

Not eligible for admission

- B080 Reading and Writing Strategies
- ENC 1101 English Composition
- B007 Practical Math

Lower division Math/Natural Sciences coursework

Transferable Skills Assessment

Transferable Skills are essential abilities that are valued by employers in many professional fields and form the basis for lifelong learning. Rasmussen College has identified the following Transferable Skills as institution-level learning outcomes:

- Communication, Critical Thinking, Information Literacy, Diversity and Teamwork, Ethics and Professional Responsibility, and Digital Fluency.

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

Seminar Courses

At designated points in their programs of study students are required to complete a passing grade seminar course. Students may be able to meet this requirement if they are enrolled in a program in which an electronic portfolio is included, or if they collect transferable general education skills artifacts, is included in the program capstone course.

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

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

- Students must complete the Senior Seminar the quarter in which they finish the bachelor’s degree requirements and submit the required documents. Students who are enrolled in the Business Management Associate’s or Accounting Associate’s Degree and the Flex Choice option are exempt from the Senior Seminar.

- Students must complete the Health Sciences Seminar, the quarter in which they finish the bachelor’s degree requirements and submit the required documents. Students who are enrolled in the Business Management Associate’s or Accounting Associate’s Degree and the Flex Choice option are exempt from the Senior Seminar.

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

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

Reenter Policy

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

Determination of whether a student is eligible to re-enroll is based on the criteria below. A student will be allowed to start the enrollment process and reenter if the student meets the following criteria: all other enrollment qualifications are met at the time of reentry; the student is in good academic standing as defined in the Standards of Satisfactory Academic Progress, and the student has successfully completed any required Foundation Writing courses or placed into Reading and Writing Strategies previously or through re-test, and has a previous clear background check.

A reentry process will be initiated for a student who is not meeting Satisfactory Academic Progress as defined in the Standards of Satisfactory Academic Progress guidelines in the catalog at the time of previous withdrawal from the College or reentry request and/or has an outstanding balance owed to the College and has successfully completed any required Foundations Writing courses or placed into Reading and Writing Strategies previously or through re-test.

A reentry request will either be approved or denied based on a review of the student’s academic standing at the time of withdrawal, financial status, and completion of online learning within Project Rally.

A complete description and the requirements of the reentry application process are available through the Program Managers.

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

Background Check

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

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

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

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

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

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

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

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

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

- Practical Nursing
- Professional Nursing

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

General Criminal and FDLE Background Check Process

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

- All Title IV, state and grant aid (Grants, Scholarships and VA) must be returned.
- The student must return all course resources.
- If the student is taking transferable general education courses, the student must elect to finish those courses for that quarter, if the student pays for the course resources.
- If a student chooses to appeal his/her termination from the school, all appeals must be completed by the end of the first quarter, or the student may not continue to the next quarter.

A student enrolling in a program that requires a background check submitted until the student is determined to be eligible either through a clear or possible letter or successful completion of the background process. This process may delay a student’s funding until the background check process is complete.

The College will send either a possible issue letter or a pre-adverse action letter to all applicants whose background check reveals a potential problem. A possible issue letter informs applicants that a potential problem revealed in the background check may prevent the student from completing practicum activities, field trip experiences, and/or finding employment in-field after graduation. Applicants who receive a possible issue letter may acknowledge the issue and make an informed decision to continue with the program, or they may choose to change programs.

A pre-adverse action letter informs the student that the College is about to take adverse action by either not allowing the applicant to enroll in a certain program, or removing a student from a certain program, based on the background check. After receiving a pre-adverse letter the student may contact the background check firm directly to discuss the information contained in the background check. Within seven days of sending the pre-adverse action letter the College will send the student an adverse action letter indicating the action to be taken. The Director of Admissions will contact the student to explain the options available.

If the applicant wishes to appeal the decision, a written request subject to the Director of Admissions. The College will review the appeal and issue a final decision. A student whose appeal is denied has the right to request to file one request for reconsideration of their appeal, but must have the right to request to file one request for reconsideration of their appeal. But must file a request for reconsideration of their appeal, but must file a request for reconsideration of their appeal.
A student who receives an MDHS disqualification is determined ineligible for admission and must complete the following:

- All Title IV, state and grant aid (Grants, Scholarships and VA) must be returned.
- The student must return all course resources.
- If the student is taking transferable general education courses, the student may elect to finish those courses for that quarter, if the student pays for the course resources.
- A student who receives an MDHS disqualification may choose to apply for a Commissioner’s Reconsideration with the MDHS. If the Commissioner sets aside the disqualification, Rasmussen College will allow the student to apply for reentry/enrollment for the next subsequent start date.

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

Entrance Requirements for Associate’s Degrees with the Flex Choice Option
Applicants must complete the online orientation course prior to starting in a program with a Flex Choice option. All programmatic entrance requirements must be met.

AccelearTED Business Systems Analysis Certificate Admission Requirements
To be considered for admission to the AccelearTED Business Systems Analysis Certificate program, students must hold a conferred associate’s degree from an accredited institution as recognized by the Department of Education.

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

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

There are three basic types of aid available to Rasmussen students:

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

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

<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>$581 - $5,775</td>
<td>Free Application for Federal Student Aid (FAFSA)</td>
</tr>
<tr>
<td>Federal Supplemental Educational Opportunity Grant (SEOG)</td>
<td>Grant based on financial need awarded by the institution. Notification is made by the College regarding eligibility.</td>
<td>$100 - $4,000, based on availability</td>
<td>Free Application for Federal Student Aid (FAFSA) – Awarded by the College</td>
</tr>
<tr>
<td>Florida Student Assistant Grant</td>
<td>Grant based on financial information provided by the student on the FAFSA.</td>
<td>Varies</td>
<td>Free Application for Federal Student Aid (FAFSA) – Awarded by the College</td>
</tr>
<tr>
<td><strong>EMPLOYMENT</strong></td>
<td></td>
<td></td>
<td>Free Application for Federal Student Aid (FAFSA) – Awarded by the College</td>
</tr>
<tr>
<td>Federal Work Study</td>
<td>Part-time jobs on campus or at local non-profit agencies. Based on financial need and skill level for positions available.</td>
<td>Varies</td>
<td></td>
</tr>
</tbody>
</table>

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

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

Gift aid and work study are awarded annually based on the fiscal year dates of July 1 through June 30. Students attending in more than one fiscal year period must reapply for financial aid assistance.
Rasmussen College waives tuition for high school teachers and counselors who meet the required criteria. This program is only available to teachers and counselors who are employed at a high school (grades 9-12) in Minnesota, North Dakota, Florida, Illinois, Kansas, and Wisconsin. Current status as a high school professional will be verified by Rasmussen College prior to the initial start of any course. Attendance is required at an orientation, which must be completed prior to the start date of the professional's first course.

Offer is limited to one course, per quarter, per high school professional. A maximum of 50 seats in online courses will be made available to high school teachers and counselors each quarter. There is no maximum on cumulative number of classes that may be taken. Courses for high school professionals are offered on a space-available basis, with priority given to other enrolled Rasmussen students who must complete the course as part of their degree program at Rasmussen College.

High School Professional Program participants are responsible for the course resources fee for each course taken. Most technology courses require access to specialized hardware and software, which are available to students at all Rasmussen campuses. High School Professional Program participants electing to complete courses online will need to secure access to required hardware and software. The College will provide specific technology requirements information for each course. Grades will be recorded as audit grades with the student classified as an audit student.

SCHOLARSHIP AND GRANT PROGRAMS

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

Discounts

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

Military Discount

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

Corporate Discount

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

Restrictions

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

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

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

Employer Tuition Reimbursement

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

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

ACADEMIC INFORMATION AND COLLEGE POLICIES

Class Content

The College reserves the right at any time to make changes to improve the quality or content of the programs outlined in this catalog. The College reserves the right to cancel any classes or programs when enrollment is under 12 students.

Class Standing

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

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

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

The goal of Developmental Education is to provide students with a solid foundation of basic skills and knowledge as they move on to college-level classes.

Placement into Developmental Education courses reflects the commitment Rasmussen College has to ensuring the success of all students, and to providing educational opportunities to those who enter. Coursework in math or English that is numbered below 100 is considered to be Developmental Education. College entrance placement assessment scores are used to appropriately place students into English and math courses according to skill level. See Entrance Assessment Table for placement scores.

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

Applicants who have not completed a college-level math course are required to complete the math portion of the placement assessment.

Applicants to a program that has a stated minimum School of Health Sciences and School of Nursing Entrance Exam composite score acceptable for admission to the program are exempt from the Entrance Placement Assessment when the School of Health Sciences and School of Nursing Entrance Exam composite score threshold is met for that program according to the School of Nursing and School of Health Science acceptance policies. School of Nursing and School of Health Science applicants to who do not meet the intended program’s minimum score for entrance and score below a 48.5 are required to take the College entrance placement assessment in order to enroll in another program.

Returning students who did not take the Rasmussen Ready, STEP or COMPASS assessments but who have successfully completed the courses at Rasmussen College for which these prerequisites, or their equivalents, do not need to take the College entrance placement assessment. Returning students who have not successfully completed the Developmental Education courses, their equivalents, or the courses for which Developmental Education courses are prerequisites must take the College entrance placement assessment to determine placement upon return.

Students who transfer from other colleges, and whose test scores fall within the range of Developmental Education, will be required to complete the Developmental Education courses. Students who test at developmental level, and who wish to transfer courses that have Developmental Education courses as prerequisites, must first successfully complete the Developmental Education courses.

Students who place below the level of B080 Reading and Writing Strategies are not eligible for admission to Rasmussen College. Students who place below the level of B080 Reading and Writing Strategies and are not admitted to Rasmussen College may, after successfully completing a developmental level course is scheduled. However, a student may repeat the assessment at the end of a quarter in which the Developmental Education course was attempted and prior to the start of the following quarter in order to prove readiness for College-level coursework. If the student places into Developmental Education coursework following the re-assessment, the student must repeat the Developmental Education course in the following quarter as well as the student’s full quarter of enrollment or the student will be withdrawn from the College.

Developmental Education Courses

Students are placed into Developmental Education courses based on the results of the Rasmussen College entrance placement assessment. To help ensure student success, students requiring Developmental Education coursework must attempt one course each term.

Students requiring two Developmental Education courses must attempt the first course, Reading and Writing Strategies (B080), in their first term of enrollment and the second course, Combined Basic and Intermediate Algebra (B095) in Illinois and Practical Math (B067) in other states, in their second quarter of enrollment. If a student withdraws from one or does not pass a required Developmental Education course, the student must successfully complete that course in the subsequent full quarter of enrollment or the student will be withdrawn from the College.

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

Students requiring two Developmental Education courses must attempt Reading and Writing Strategies (B080) and one additional course in their program of enrollment prior to enrolling in the Developmental Education math course. Students requiring two Developmental Education courses will not be scheduled into both courses in their first quarter of enrollment. If necessary, however, a student may be scheduled into both Developmental Education courses in each of the terms of the second quarter. Upon successful completion of Reading and Writing Strategies, and at least three credits of coursework in their program of enrollment with a grade of C or higher, the student will be allowed to take a full-time credit load, if desired.

Developmental Education course credits are not counted toward graduation, and must be passed with a grade of “S.” Students enrolled in Developmental Education courses are eligible for financial aid. Students are not eligible to access competency courses until all Developmental Education requirements have been successfully fulfilled. Developmental Education courses must be taken in conjunction with courses required in an eligible program.

Developmental Education Course Grading

All Developmental Education courses are satisfactory/unsatisfactory (SX/UX) courses.

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

Reading and Writing Strategies

SX 73% or higher
UX Below 73%

Practical Math or Combined Basic and Intermediate Algebra
SX 73% or higher
UX Below 73%
Seminar Course Grading
1. The E185, E270, E320, and E410 seminar courses are satisfactory/unsatisfactory (SX/UX) courses.
2. Students are to complete and submit the components of the Graduate Achievement Portfolio (GAP), a general education skills assessment, as assigned in the appropriate seminar or capstone course as designated for each program.
3. If a student does not successfully submit an assigned GAP general education assessment piece for the appropriate seminar course, then he or she will not be able to earn enough points to pass that seminar course.

E185, E270, E320, and E410 Seminars
SX 73% or higher UX Below 73%

Common Grading System Percentage Scale
A- 92 to 90%
A 90 to 93%
B+ 89 to 87%
B 86 to 83%
B- 82 to 80%
C+ 79 to 77%
C 76 to 73%
C- 72 to 70%
D+ 69 to 67%
D 66 to 63%
D- 62 to 60%
F Below 60%

School of Health Sciences courses may contain a co-requisite lab component, co-requisite externship and/or practicum learning component, or both in addition to the lecture component of a course. Satisfactory performance (score of 73% or higher) in the lecture, lab, externship, and/or practicum experience is required to earn a passing grade in the course. Failure to earn a satisfactory grade in the lab and externship/practicum component will result in failure of all components of the course. If a satisfactory grade is achieved in both components of a course consisting of lecture and externship/practicum components (no lab component), the grade earned in the lecture component will appear on the transcript as the final grade for each component of the course. If a satisfactory grade is achieved in both components of a course consisting of lecture and lab components (no externship or practicum component), each component will receive the grade earned independently.

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

Demonstrated mastery in a competency course may be converted to credits that will transfer into Rasmussen College credits.

Competency courses must be completed prior to or concurrently with the final instructor-led course in the program.

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

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

1. An incomplete form is completed by the instructor which identifies:
   a. The work to be completed;
   b. Qualifications for acceptable work;
   c. The deadline for completing the work (within seven calendar days of the last day of class);
   d. The grade to be entered should the student complete the work by the deadline (the calculated grade).
   e. Instructors will have 10 calendar days for grading, recalculation of grades and processing of all documents required.

2. Incomplete records will be maintained in the student’s file.

3. The student’s Dean must be informed of all incompletes granted by instructor. Incompletes will be granted rarely and instructors will take the following into consideration when granting an incomplete:
   a. The work to be completed must be regularly assigned work, identified in the course syllabus.
   b. The student can reasonably be expected to complete the work by the deadline.
   c. The student’s grade will be substantially improved.
   d. The student has demonstrated a commitment to completing work in a timely fashion.
   e. Granting the incomplete is truly in the best interest of the student.

4. By completing the work, one of the following will apply:
   i. The student will learn substantive information by completing assigned work.
   ii. The student will learn higher level thinking skills or gain substantially greater command of the subject matter.

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

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

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

Circumstances that may warrant a change of grade include:
- Emergency situations that prevent a student from submitting a petition to receive an incomplete grade.
- Examples of such emergencies are hospitalization, car accident, death of a close family member, or mandatory military service.
- Miscalculation of the final grade by the instructor.
- Situations involving miscommunications, misassignment, or technical difficulties beyond the control of the student.
- Accommodation for special circumstances such as short-term disability or family leave.

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

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

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

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

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

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

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

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

Equipment
Rasmussen College strives to maintain its role as an educational leader by incorporating technology and providing access to technology and computer access, and Internet access at each campus. Students will also have access to printers, additional software packages, and the helpdesk lab as needed at a Rasmussen College campus.

Graduation Requirements
Degrees, diplomas, and certificates are awarded solely on the merit and completion of requirements listed, and not on the basis of clock hours in attendance. Students must complete 33% of their program requirements at Rasmussen College, and no more than 67% may be completed via transfer credits, course waivers, credit by examination, or other means. Students in the Medical Assisting, Medical Laboratory Technician, Surgical Technologist, and Nursing programs must complete 50% of their program requirements at Rasmussen College, and no more than 50% may be completed via transfer credits, course waivers, credit by examination, or other means. Clock hours listed in the synopsis of subjects are estimated hours of class work necessary to complete the subject. Students must have a cumulative grade point average of 2.00 or higher to receive a degree, diploma, or certificate with a passing grade in each area. Completion and submission of the components of the Graduation Achievement Portfolio (GAP), as assigned in the appropriate seminars and capstone courses designated for each program, is a graduation requirement. Clock hours listed in the synopsis of subjects are estimated hours of class work necessary to complete the subject. Students must have a cumulative grade point average of 2.00 or higher to receive a degree, diploma, or certificate with a passing grade in each area. Completion and submission of the components of the Graduation Achievement Portfolio (GAP), as assigned in the appropriate seminars and capstone courses designated for each program, is a graduation requirement. Students may be able to meet this requirement if they are enrolled in a program in which an electronic portfolio, which is designed to collect transferrable general college and transferable discipline specific credits, is included in the program capstone course. Required seminar or capstone courses are identified on the catalog pages for each program.
Complete Status
A Complete status is applied to students who were enrolled in a degree-seeking program and have either completed the time allowed or attempted the maximum allowable number of credits for the program of study and did not meet one or more of the following graduation requirements:
- Achieve the cumulative GPA required by the program of enrollment.
- Complete all program requirements.
- Achieve a passing grade in each required course. All courses in the program must have been attempted. A withdrawal grade is not considered an attempt.
- Complete all Developmental Education courses as determined by the entrance placement exam.
- Submit official transcripts for all transferred courses.

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

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

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

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

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

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

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

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

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

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

Transfer of Previously Earned College Credit and Prior Learning Assessments

General Transfer Credit Policy
- Rasmussen College reserves the right to accept or deny transfer of credit based on the guidelines below.
- Students who wish to transfer credits to Rasmussen College must first apply for admission to the College.
- Students must request that official transcripts containing coursework for which credit is being sought be sent directly to Rasmussen College. It is the student’s responsibility to ensure that all official transcripts have been received by Rasmussen College.
- As part of the acceptance process, official and unofficial transcripts will be evaluated for transfer of credit. Students will receive notification regarding the total number of credits accepted for transfer and the equivalent Rasmussen College courses.
- A student may send copies of transcripts or documents during the initial admissions process for estimation purposes only. Any transfer credit conditionally awarded in fulfillment of a prerequisite or corequisite through the use of an unofficial transcript will be rescinded if an official transcript is not received by Rasmussen College at the time the required course is scheduled due to curriculum sequence. All necessary credits will be required to be completed in order to graduate.
- For students in Bachelor Completor programs, official transcripts must be received by Rasmussen College prior to the completion of the second full quarter (four sessions) or students may be administratively withdrawn.
- College-level courses completed at regionally or nationally accredited institutions of higher learning as recognized by the Department of Education and the Council on Higher Education Accreditation (CHEA), or recognized by the American Council on Education, will be considered for college transfer.
- Students must complete 33% of their program requirements at Rasmussen College, and no more than 67% may be completed via transfer credits, course waivers, credit by examination, or other means, except as noted below.
- Students in the Medical Assessing, Medical Laboratory Technician, and Surgical Technologist programs must complete at least 50% of their program requirements at Rasmussen College, and no more than 50% may be completed via transfer credits, course waivers, credit by examination, or other means, with the exception of “block transfer” candidates for the Surgical Technologist and Medical Assisting Associate’s Degree programs.
- Students in the Professional Nursing Associate’s Degree program must complete at least 45% of their program requirements at Rasmussen College, and no more than 55% may be completed via transfer credits, course waivers, credit by examination, or other means.
- Students eligible and approved for the Surgical Technology Associate’s Degree Completor Block Transfer must complete 33% of their program requirements at Rasmussen College, and no more than 67% may be completed via transfer credits, course waivers, credit by examination, or other means.
- Students in the Nursing Bachelor’s Degree program must complete at least 25% of their program requirements at Rasmussen College, and no more than 75% may be completed via transfer credits, course waivers, credit by examination, or other means.
- Rasmussen College awards quarter credits. In considering transfer courses, a semester credit is equivalent to 3.5 quarter credits. The calculated number is rounded down. Transfer credits based on a different unit of credit than quarters will be subject to conversion prior to being transferred.
- International transcripts must be evaluated by a NACES approved organization (National Association of Credential Evaluation Services) or by AACRAO International Education Services (IES) to ensure the student’s credit transfer is equivalent to Rasmussen College course content.
- The evaluation is the student’s responsibility.
- Transfer credit is evaluated based on the program in which the student is applying for or is currently enrolled in.
- Credits earned at Rasmussen College will be transferred directly from one Rasmussen College campus to another. Only the classes that are applicable to the current program will be posted or calculated.
- Grade points from institutions other than Rasmussen College will not be computed in the Rasmussen College grade-point average, but will be counted as credits attempted and earned for determining Satisfactory Academic Progress. All credits considered to be earned toward program completion, including test-out, transfer, and course waivers, are also credits attempted.
- Courses which have been accepted for transfer will be listed on the student’s transcript with a Transfer (TR) designation. Transfer credits which are regionally or nationally recognized (by CHEA, CTS, DIG, GRA, ISM, MAA, and MTB) must be transferred directly from one Rasmussen College campus to another, and the student will be required to complete the program requirements in order to graduate.
- Courses for which a student has received credit through waiver will be listed on the student’s transcript with a Test Out (TO) designation.
- Courses for which a student has received credit through transfer will be listed on the student’s transcript with a Course Waiver (CW) designation.
- When courses are not accepted for transfer, a student may file an appeal through the following process: 1. The student completes an appeal form. 2. Supplemental information such as a syllabus, course description, or test may be required. 3. The information will be reviewed by the College Registrar. 3. The student will receive written notice of the decision.

Course By Course Transfer
- Course by course transfer credits from regionally or nationally accredited institutions of higher learning will be evaluated on course content. Most courses that are comparable in content will be accepted.
- Course must have the minimum number of credits to that of the Rasmussen College course.
- Only courses completed with a grade of C or higher, or a grade of Pass (in a Pass/Fail grading system), will be eligible for transfer credit.
- Grade points from institutions other than Rasmussen College will not be computed in the Rasmussen College grade-point average. Grade-point averages and grades from courses taken at another institution, which pertain to the current program, will be computed in the student’s final grade-point average.
- General education credits may be considered for transfer regardless of completion date.
- Credits in Major and Core Courses in the School of Technology must have been earned within the previous three (3) years of the assessment date. Prefixes included in Florida and Kansas: AP, CDM, CEN, CET, CSS, CIP, CDT, CNT, CTS, DIG, GRA, ISM, MAA, and MTB. Prefixes included in Illinois, Minnesota, North Dakota,:

* These include official and unofficial transcripts and grade reports for courses completed at regionally or nationally accredited institutions of higher learning, as recognized by the Department of Education and the Council on Higher Education Accreditation (CHEA).
ACADEMIC INFORMATION AND COLLEGE POLICIES

• Credit for successfully completed competency courses will be transferred to the student record. Credits earned through competency courses will count toward earned credits.

General Education Block Transfer for Baccalaureate Candidates

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

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

• Conferring associate's degrees may be posted as a block of up to 40 credits (up to 42 credits in Nursing) depending upon the program.

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

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

Credit by Examination for (Non-Competency Courses)

• Enrolled students may request credit by examination for courses as long as they are available.

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

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

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

• Credits earned count in the transfer maximum.

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

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

• If a student has already attempted the course, as indicated by a posted W, NP, or withdraw mark on the student record, no test-out attempt will be allowed.

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

• Contact your Student Advisor for a list of available challenge examinations.

Accelerated Bachelor's Degree Programs Transfer Policies

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

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

• Students who have successfully accumulated 60 or more quarter credits at a grade of C or higher from a regionally accredited college-level English or Math or Science course(s) that are accredited by the United States Department of Education, will receive 60 quarter credits of transfer to Rasmussen College, or the actual credits successfully completed, whichever is higher.

• Students transffing into an Accelerated program will be required to earn an additional non-Accelerated coursework in order to begin the Accelerated program (pre-qualified students) will have their posted credits adjusted to reflect the additional coursework required.

Accelerated Bachelor's Degree Entrance Policy

Students entering the Accelerated Bachelor’s degree-program must provide evidence of having a conferred associate’s degree in one of the following fields or at least 90 quarter credits as recognized by the United States Department of Education in one of the programs listed below to gain acceptance to the program. Students seeking consideration of credit for work or professional experience must go through the Prior Learning Assessment (PLA) process as established through the Council for Adult Experiential Learning (CAEL).

Acceptable associate’s degree programs are:

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

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

• Students must have a conferred associate’s degree or at least 90 quarter credits of college-level coursework with a grade of C or higher in each course that will be transferred to petition for acceptance.

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

• Transcripts will be evaluated on a case by case basis to determine which pre-qualification coursework is required.

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

• Students who are accepted into the program with these additional requirements are considered pre-qualified and all of the coursework listed above has been completed.

• Once the program pre-qualification requirements are met, the student will be accepted into the Accelerated Bachelor's Computer Science Bachelor's Degree program.

Accelerated Computer Science Bachelor's Degree Completion Requirements

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

• 3.2 GHz Intel Dual Core i5 or faster CPU (AMD equivalent)

• 8 GB of RAM (12 GB – 16 GB recommended)

• 500 GB HDD (1 TB recommended)

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

• 2.6 GHz dual-core Intel Core i5

• 8 GB of RAM (12 GB – 16 GB recommended)

• 500 GB HDD (1 TB recommended)

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

Acceptable Courses for credit toward the Accelerated Bachelor’s Criminal Justice degree include:

• Criminal Justice

• Law Enforcement

• Justice Administration

• Corrections

• Public Safety

• Emergency Management

• Law Enforcement Academic Certificate and Law Enforcement Skills Certificate programs listed below to gain acceptance to the program. The courses a student may be required to complete may include: Introduction to Criminal Justice, Criminology, Introduction to Corrections, Policing in America, and Criminal Law.

• Transcripts will be evaluated on a case by case basis to determine which pre-qualification coursework is required.

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

• Students who are accepted into the program with these additional requirements are considered pre-qualified until all of the coursework listed above has been completed.

• Once the program pre-qualification requirements are met, the student will be accepted into the Accelerated Bachelor's Criminal Justice degree program.
School of Nursing Waivers

- Students who enroll in the Professional Nursing, Nursing program and hold a national nursing license that is current and unencumbered on the date their program starts at Rasmussen College, may request a waiver from NUR111/NUR1117 National Principles in Nursing and NUR211/NUR2115 Fundamentals of Professional Nursing.
- The student’s license status, as recorded on the state’s licensing website will be reviewed; and
- if the criteria are met, Rasmussen College will waive the course requirements and the grades will be posted on the student transcript as a Course Waiver (CW) once the course waiver request form is signed.
- This does not apply to the Illinois Professional Nursing AAS program.

College Equivalency Credit

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

- Advanced Placement (AP) examinations administered by The College Board. A score of 3 or higher is required.
- For graduates of United States high schools who provide transcripts of individual course completion in an International Baccalaureate® (IB) Diploma Programme, credit may be awarded based on individual subjects; examination scores of 4 and higher are required. Courses will be accepted relative to the program of enrollment.
- College-Level Examination Program (CLEP) examinations administered by The College Board. A score of 50 or higher is required for computer-based testing and since 2/15/2003. For paper-based exams taken prior to 2/15/2003, the CLEP ACE recommended score will be used.
- DSST, DANTES, Excelsior College Exams. Passing scores are determined by the individual test requirements.
- Prior Learning Assessment (PLA) credits may be earned by going through the PLA process as established through The Council for Adult Experiential Learning (CAEL).
- Other types of college equivalency courses and/or examinations may be evaluated for college credit by the Associate College Registrars. Military Experience Equivalency Credit

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

Transfer to Other Colleges

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

POLICIES AND GRIEVANCES

Accommodations Policy

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

Attendance

A basic requirement for employment in any organization is regular, on-time attendance. Rasmussen College maintains regular attendance and in regular attendance for all of their classes. Workplace etiquette also requires a call be made if an absence is not planned. Rasmussen College encourages students to call the College and to indicate if they will be absent or tardy. It is the student’s responsibility to contact the instructor to get missed information, class work, and assignments.

Attendance requirements are met by attending a face-to-face course session at the campus or other class location, or (b) substantive online activity, including commenting in the discussion sections of the online classroom, posting of required assignments and course quizzes and exams in a timely manner. Discussion posts in the student lounge area of the classroom are encouraged, but do not count as academic activities. Attendance is not equivalent to participation. Student grades will be impacted by the frequency and quality of participation in class, whether in-person or online, consistent with the requirements of the particular course and as outlined in the course syllabus.

Rasmussen College uses a standard grading scale for its courses. Although some programs may be required to follow additional standards. Faculty are required to keep accurate attendance records which are submitted to the Business Office. Rasmussen College makes attendance records available to supporting agencies and prospective employers. Students must maintain regular attendance and be in satisfactory academic standing to remain eligible for financial aid.

First Week At Rasmussen:

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

Course Attendance: If a student has not been in attendance in a course within 14 days of their last date of attendance in that course, he or she may be administratively withdrawn from the course. If the student has not been in attendance in any courses within 14 days of their last date of attendance, he or she may be administratively withdrawn from the College. Upon withdrawal a student’s financial aid eligibility will be adjusted by the Institution’s refund policy as described in the College catalog and will be assigned grades according to the Rasmussen College Drop/Add Class Policy.

ACADEMIC INFORMATION AND COLLEGE POLICIES

Transfer Transcripts

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

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

B) Cheating: Distributing or receiving answers or information by any means other than by personal effort, use, or exercise, as prohibited by an instructor for any academic exercise. Examples include:

i. Copying answers, data, or information for a course, examination, or another student in which the student is not expressly permitted to work jointly with others.

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

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

C) Collusion: Knowingly assisting, attempting to assist, or giving assistance to another student in which the student is not expressly permitted to work jointly with others.

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

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

F) Plagiarism is the act of representing an individual's or organization's words, thoughts, or ideas as one's own. Examples include:

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

ii. Using text, ideas, images, illustrations, tables, typescripts, diagrams, etc., without citing the source.

iii. Using an academic exercise (in whole or in part) purchased or copied from a ghostwriter or paper mill.

iv. Copyright infringement or piracy, including the use, alteration, or duplication of media, software, code, or information when use is not authorized or where copyright exists or is implied.

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**Academic Information and College Policies**

**Loan Periods**
Loan periods vary depending on the database and content. eBooks from the databases can be checked out and used offline for up to 7 calendar days. Digital materials are located for 21 calendar days from the Cloud Library and may be renewed up to two times if there are no outstanding holds on the material. Digital materials must be returned to the library on or before the end of the loan period; if they are not returned by the user, the system will automatically recall the material.

**Fees and Restrictions of Borrower Privileges**
Users will receive reminder 2 days in advance of an item’s due date. After 30 days past the end of the grace period, the material is considered lost. The library reserves the right to charge for replacement costs. Replacement costs are assessed per each individual item. The library will charge $55.00, or the cost of replacing the item plus a $5.00 processing fee. In the event that a library material is returned damaged, the borrower will be assessed a fee to repair or replace the damaged item. In the event that an irreplaceable item is damaged, the library will assess a $55.00 fee.

**Loan Periods**
The following persons are permitted to check out materials owned by our library system:
- Rasmussen College students and alumni in good standing with the College
- Rasmussen College faculty and staff in good standing with the library
- Student Senate members

**Library Mission & Introduction**
Rasmussen College, in accordance with the mission of the College, is rooted in a tradition of student support and driven by a desire for academic excellence. The Library is passionate about empowering the college community and cultivating lifelong learners who are prepared to thrive in a diverse and digital society.

In support of this mission we:
- Extend our resources and services to all students and faculty members of the College;
- Empower students to access information independently of the changing world of technology;
- Support faculty by providing professional development and instructional partnerships;
- Engage in responsive collection development by collaborating with faculty to select resources; and
- Provide direction and recommendations to help guide our users to the resources and online tools that will work best for their learning.

This circulation policy supports the library mission by ensuring that library materials are available to members of the Rasmussen College community and that library materials are shared on an equitable basis. Exceptions to this policy may be granted by the Dean and/or Associate Dean of Library on a case-by-case basis if need is demonstrated.

**Borrowing Materials: General**
The following persons are permitted to check out materials owned by our library system:
- Rasmussen College students and alumni in good standing with the College
- Rasmussen College faculty and staff in good standing with the library
- Student Senate members

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

1. If the person who discusses an informal complaint with an advisor is willing to be identified to others but not the person against whom the informal complaint is made, the College will make record of the circumstances and will provide guidance about various ways to resolve the problem or avoid future occurrences. While the confidentiality of the information received, the privacy of the individuals involved, and the wishes of the complaining person regarding action by the College cannot be guaranteed in every instance, they will be protected to as great a degree as is legally possible. The expressed wishes of the complaining person for confidentiality will be considered in the context of the College’s obligation to act upon the charge and the right of the charged party to obtain information. In most cases, however, confidentiality will be strictly maintained by the College and those involved in the investigation.
2. If the person bringing the complaint is willing to be identified to the person against whom the complaint is made and wishes to attempt resolution of the problem, the College will make a confidential record of the circumstances involved and the wishes of the complaining person to consider and suggest and/or undertake appropriate discussions with the persons involved.
3. When a number of people report incidents of sexual harassment that have occurred in a public context (for instance, offensive sexual remarks in a classroom lecture) or when the College receives repeated complaints from diverse people that an individual has engaged in other forms of sexual harassment, the College may inform the person complained against without revealing the identity of the complainants.

**Definitions**
**Sexual harassment:** Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:
1. Submission to such conduct is made either explicitly or implicitly a condition of an individual’s employment or academic advancement, 2. Submission to or rejection of such conduct by an individual’s work or academic performance or creation of an intimidating, hostile, or offensive working or academic environment, 3. Such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or creating an intimidating, hostile, or offensive working or academic environment.

This policy prohibits behavior such as, but not limited to:
1. Unwanted sexual advances;
2. Offering employment benefits in exchange for sexual favors;
3. Making or threatening reprisals after a negative response to sexual advances;
4. Verbal sexual advances or propositions;
5. Displaying sexually suggestive objects, pictures, or materials (includes by electronic means);
6. Sexually offensive comments, graphic verbal commentary about an individual’s body or dress, sexually explicit jokes, fliers, and other sexually-oriented statements; and
7. Physical conduct, such as, touching, assault, or impeding or blocking movements.

Sexual harassment can occur in situations where one person has power over another, but it can also occur between equals. Both men and women can be sexually harassed. Sexual harassment can be as blatant as rape or as subtle as a touch. Harassment under the third part of the definition often consists of callous insensitivity to the experience of others.

Normal, courteous, mutually respectful, pleasant, non-coercive interactions between employees, including men and women, that are not affordable 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.
2. **Hostile work environment,** where the harassment creates an offensive and unpleasant working environment.

**Employee benefits such as raises, promotions, better working hours, etc., are directly linked to the complaint or harassment.** Therefore, only someone in a supervisory capacity (with the authority to grant such benefits) can engage in quid pro quo harassment. Example: A supervisor promoting an employee a raise if she goes on a date with him; a manager telling an employee she will fire him if he does not have sex with her.

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

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

For further information please refer to the EEOC’s website at eeoc.gov or call the EEOC Publications Distribution Center at 800-639-3362 (voice), 800-800-3302 (TTY).
Sexual orientation harassment: Sexual harassment that occurs due to the sexual orientation of an individual and is considered harassment 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 1) sufficiently interferes with, is severe, pervasive and/or persistent so as to have the purpose or effect of creating a hostile or educational environment.

Romantic/sexual relationships between superior and subordinate: Sexual misconduct risks 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, supervisor, or staff who will be present the findings and recommendations of the Campus Director or other manager will immediately report such complaint to an appropriate law enforcement authorities, at the College to speak to any people other than the person making the complaint as well as of the victim's attorney, the presence of the victim's attorney, and the person complained against. 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.

The College will 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.

The College will resolve complaints within 60 days from the time the formal investigation is initiated.

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.

After an investigation of the complaint the College will:

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

Victims’ Rights Under Sexual Assault Policy

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

1. The victim is aware that criminal charges can be made with local law enforcement officials;
2. The prompt assistance of campus administration, or Rasmussen College management at the request of the victim, in notifying the appropriate law enforcement officials of a sexual assault incident;
3. A sexual assault victim’s participation in and the presence of the victim’s attorney or other support person at any campus or college facility disciplinary proceeding concerning a sexual assault victim;
4. Notice to a sexual assault victim of the outcome of any campus or college facility disciplinary proceeding concerning a sexual assault victim, consistent with laws relating to data practices;
5. The complete and prompt assistance of campus administration, or Rasmussen College management at the direction of law enforcement authorities, in obtaining, securing, and maintaining evidence in connection with a sexual assault incident;
6. The assistance of campus administration or Rasmussen College personnel in preserving, for a sexual assault victim complaint or victim, materials relevant to a campus disciplinary proceeding.

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

Further information can be obtained from the following sources:

Florida Commission on Human Relations 2001 Apalachee Parkway, Suite 100 Tallahassee, FL 32301 Phone: 850-488-7082 Toll- free: 1-800-342-8170 Fax: 850-488-5291 Website: fchr.state.fl.us Email: fchrinfo@fchr.myflorida.com

For Those with Communication Impairments: The Florida Relay Service Voice (statewide) 711 TDD ASCII 800-955-1339 TDD Baublet 800-955-8771 Illinois Department of Human Rights James R. Thompson Center 100 West Randolph Street, Suite 10-100 Chicago, IL 60601 312-786-2600 217-752-5125 (TTY) state.il.us/drh

Illinois Attorney General illinoisattorneygeneral.gov/victims/index.html 800-228-3368 (Voice/TTY)

Kansas Coalition Against Sexual and Domestic Violence Crisis Hotline: 1-888-363-2287 kcsdv.org/kssresources.html

Kansas City Metropolitan Organization to Counter Sexual Assault 24 Hour Crisis Line: 816-531-0233, 913-642-0233 mocsa.org/

Kansas Attorney General Victim Services Division 120 SW 10th Ave., 2nd Floor Topeka, KS 66612 1-800-828-9745 ag翱govictim-services

Minnesota Department of Human Rights 190 East 5th Street, Suite 700 St. Paul, MN 55101 1-651-552-5124 or 651-296-5663 TTY 651-296-1283 Website: humanrights.state.mn.us/ Office of Justice Programs Minnesota Department of Public Safety 651-207-7310 800-247-0390 Website: ojp.state.mn.us

Human Rights Division North Dakota Department of Labor and Human Rights 600 East Boulevard Ave., Dept 408 Bismarck ND 58505-0305 Phone: (701) 328-2600 ND In-state toll-free, 1-800-582-8032 TTY (Relay NL): 1-800-366-688 or 1-800-366-688 Fax: (701) 328-2031 Website: nd.gov/labor/ human-rights/index.html


The campus administration will inform victims of their rights under the Crime Victims Bill of Rights. Victims also have the right to assist the Office of the Crime Victim Ombudsman and the Crime Victims Reclamation Board. For further information refer to the Office of the Crime Victims Ombudsman website at oip.state.mn.us

651-642-0550 or the Crime Victims Reclalmation Board website at oip.state.mn.us

651-282-6256.

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

Drug-Free School and Workplace

In accordance with the Drug-Free Schools and Communities Act of 1986, Rasmussen College campuses are hereby declared a drug-free college and workplace. For more information visit The U. S. Department of Education’s High School’s Drug Free Charter website at www.ed.gov/

Students are prohibited from the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance or alcohol anywhere on property belonging to the College including but not limited to ground areas, parking areas, or anywhere within the building(s); or while participating in a college-related activity, but not limited to clinical, externship, or practicum experiences. Students who violate this policy will be subject to disciplinary action up to and including expulsion or termination of enrollment.

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

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

In compliance with the law, the College will make the College campuses are hereby declared a drug-free College through implementation of the preceding policy and will establish and maintain a drug-free and alcohol awareness program. Upon enrollment and as an ongoing student, a student is required to receive a copy of the Rasmussen College Drug-Free Schools and Workplace policy, list of applicable state, local, or local laws, description of health risks, list of drug and alcohol programs that are available, and list of imposed disciplinary sanctions for students.

The federal government has taken a number of legal steps to curb drug and alcohol use. These anti-drug laws affect several areas of our lives. For instance, the Department of Housing and Urban Development, which provides public housing funds, has the authority to evict residents found to be involved in drug-related crimes on or near the public housing premises. Businesses with federal contracts are subject to a loss of those contracts if they do not promote a drug-free environment. In our particular situation, students involved with drugs could lose their eligibility for financial aid. Further, they could also be denied other federal benefits, disability, retirement, health, welfare, and Social Security. Finally, a record of a felony or conviction for a drug-related crime may prevent a person from entering certain career fields.

Drugs and alcohol are highly addictive and injurious to the person and can cause harmful effects to virtually every aspect of a person's life, e.g., family, job, school, physical, and emotional health. People who use drugs and alcohol may lose their sense of responsibility, become restless, fazed, paranoid,Talkative, belligerent, anxious, or experience sexual indifference, loss of physical coordination and appetite, go into a phase of emotional withdrawal, and under the Crime Victims Bill of Rights.

Further information can be obtained from the following sources:

Wisconsin Ofce of Crime Victim Services Wisconsin Victim Helpline: (800) 446-6564 Fax: (608) 246-6568 Website: www.oovcs.wi.gov/office-crime-victim-services

The campus administration will inform victims of their rights under the Crime Victims Bill of Rights. Victims also have the right to assist the Office of the Crime Victim Ombudsman and the Crime Victims Reclamation Board.
ACADEMIC INFORMATION AND COLLEGE POLICIES

Persons who use drugs and alcohol face not only health risks, but also the ability to focus 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.

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 change in mood or attitude
- Resistance to discipline at home or school
- Getting into a “slump” at work or school
- Increased borrowing of money
- A complete set of new friends

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

Drug Abuse Policy
Rasmussen College is committed to providing a safe, drug-free environment for its students and employees. Rasmussen College recognizes the importance of the health, safety and welfare of our students and their families, as well as our employees and the community. The organization also wishes to respect the individual’s desire for a drug-free, sober and financially free environment.

This policy does not apply to areas of multi-tenant buildings, such as the library, parking lots, plazas, courtyards, entrance and exit areas, restrooms, employee lounges, student lounges, library, parking lots, plazas, courtyards, entrance and exit areas, and any other areas of the campus grounds. This includes, but is not limited to, common areas.

Rasmussen College has the right to:

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

Rasmussen College has the right to:

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

Tobacco Use Policy
Smoking and tobacco use is prohibited at all facilities owned, leased and/or controlled by Rasmussen College, including campuses, office buildings and grounds. This includes, but is limited to, common work areas, classrooms, labs, hallways, restrooms, employee lounges, student lounges, library, parking lots, plazas, courtyards, entrance and exit ways, and any other areas of the campus grounds. This policy applies to all faculty, staff, students and visitors.

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

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

Personal possession of tobacco products inside a personal pocket is allowed, as is the possession of any tobacco product, where the product is not visible is allowed. Anyone found to be in violation of the Tobacco Use Policy will be subject to discipline in accordance with the applicable conduct and discipline policy. Visitors may be asked to leave the premises.

Weapons Policy
Rasmussen College prohibits the possession of weapons of any kind inside campus buildings. Prohibited items include but are not limited to firearms, BB/pellet guns, slingshots, paint guns, arrows, swords and knives other than cooking utensils, pocket knives or knives larger than 6 inches or less. Prohibited items include weapons that are loaded or unloaded, functioning or non-functioning, and anything that could be perceived as a weapon, including toys and weapons used for decorative, display and/or simulation purposes. This policy applies to all staff, faculty, students and visitors with the exception of licensed peace officers and law enforcement/security agents as allowed by applicable statute. The approved storage and use of weapons for training purposes as part of a School of Justices Studies program is permitted. This policy includes both campus buildings and offsite events sponsored and controlled by the College, including graduation ceremonies, internships, and clinical sites. This policy does not include Rasmussen College parking lots, where weapons are allowed to be stored in private vehicles unless prohibited by the parking facility owner or operator.

Rasmussen College policy defers to agency/site-specific rules regarding School of Justices Studies training facilities.

Family Educational Rights and Privacy Act (FERPA)
Amended 10/1 to include the USA Patriot Act

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

The Family Educational Rights and Privacy Act (FERPA) pertains to all records maintained by the institution regarding a student in any academic program and records are maintained by the institution in any format, including, but not limited to, electronic media.

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 shall submit to the registrar, business office, or other appropriate official, written requests that identify the records the student wishes to inspect. The institution will make arrangements for access and notify the student of the time and place where the records may be inspected. The student shall be allowed access to, and make copies of, the student’s education records within a reasonable time period.

2. The right to request the amendment of the student’s educational records that the student believes are inaccurate or misleading. If the institution decides not to amend the record and the student wishes to dispute the existence or accuracy of the information in the student’s education records, the student may file a written response to the student’s education records, the student may file a written response to the disagreeing information. The student may also have such response included in the student’s education records.

3. The right to inspect policies that govern circumstances in which information is released to third parties. If the institution discloses education records to a third party, the institution will provide the student with written notice containing the elements required by 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

Once filed this becomes a permanent part of the student’s record until the institution receives a request for access.

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 in a manner that will identify the student or the student’s family, except to the extent that the FERPA has authorized 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 or serving on any advisory, supervisory, research or support staff position (including law enforcement unit personnel and health staff); a person or company with which the institution has contracted (such as an attorney, auditor, or collection agent); or a person 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 responsibilities. The institution will provide the student with written notice of this right at the time of the request for access to the education record. The written notice will include the name and address of the individual, the legitimate educational interest of the individual, and the reasons why the institution believes that the individual has such interest.

5. The right to review and challenge the accuracy of the student’s education records. A student may request an amendment of the student’s education records if the student believes that the information contained in the student’s education records is inaccurate or misleading.

6. The right to obtain a transcript of the student’s education records once the student has graduated or enrolled less than one-half of the time in one academic term.

7. The right to refuse to allow disclosure of the student’s education records to any person (other than official college representatives) or to any organization or business representative except to the extent that the FERPA has authorized disclosure without consent. A student may request that the institution not disclose, or limit the disclosure of, certain information contained in the student’s education records. If the student requests the institution not to disclose or limit the disclosure of information, the institution will comply with the student’s request if the student: (a) provides a written request identifying the records to be restricted, the reason for the request, and the information that is to be restricted; and (b) requests the institution not to disclose or limit the disclosure of information to any other organization or business representative except to the extent that the FERPA has authorized disclosure without consent.

8. The right to file a complaint with the U.S. Department of Education regarding any interpretation or application of school-related policies or the College’s policies that the student believes adversely affects the student’s education rights. Students have the right to file a complaint with the U.S. Department of Education when they believe their education 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, the person’s satisfaction/his/hers shall have the option to follow the appropriate steps:
   - a. Requests for further action on educational issues should be made to the Dean. The Dean will investigate the grievance, attempt to resolve it, and issue a decision to the student.
   - b. Students who feel they have an appropriate non-academic grievance should see the Campus Director for that campus.
   - c. If the grievance is still not resolved, students should contact the Campus Director for their campus.
   - d. The Campus Director will review the previous discussions, conduct additional investigation if necessary, attempt to resolve the grievance, and issue a decision to the student.

Students or other interested parties may contact:

- Commission for Independent Education Florida Department of Education 325 West Gaines Street, Suite 1414 Tallahassee, Florida 32399 850-245-0700
- Office of the Executive Director Illinois Board of Higher Education 431 East Adams, Second Floor Springfield, IL 62701 217-782-2551
- Director of Consumer Affairs 888-5-RASMUSSEN 2015-2016 CATALOG AND STUDENT HANDBOOK

ACADEMIC INFORMATION AND COLLEGE POLICIES
RASMUSSEN COLLEGE — ACCELERATED LEARNING OPTIONS

ACADEMIC INFORMATION AND COLLEGE POLICIES

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

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

• North Dakota University System
  State Board of Higher Education
  10th Floor State Capitol
  600 East Boulevard Ave, Dept. 215
  Bismarck, ND 58505-0230
  701-328-2461

• State of Wisconsin Educational Approval Board
  201 West Washington Avenue, 3rd Floor
  Madison, WI 53703
  608-266-7996

The Higher Learning Commission (ncahlc.org),
3. If the results of the appeal remain
within five business days after grades have
been posted to the student’s record.

Arbitration (Not applicable to
North Dakota residents)
Any controversy or claim arising out of, or relating to a current or former student’s enrollment in, or education at Rasmussen College
includes or is related to the procedures in the Grievance Policy published in the then current Rasmussen College catalog.

ALASKA
Alaska Commission on Postsecondary Education
P.O. Box 110505
Juneau, AK 99811
ED. ACPE-1@alaska.gov
akadvantage.alaska.edu/EDUCATOR-SCHOOL/Postsecondary_Institutions/

ARIZONA
Arizona State Board for Private Postsecondary Education
1440 West 9th Street, Room 260
Phoenix, AZ 85007
azppse@studentinfo.com

ARKANSAS
Arkansas Higher Education Coordinating Board
Arkansas Department of Higher Education
114 East Capitol Ave.
Little Rock, AR 72201
AHECInfo@rasmussen.edu

CALIFORNIA
Institutions:
California Bureau of Private Postsecondary Education
P.O. Box 960918, West Sacramento, CA 95798
bbe@ca.ca.gov/notifications/submitted/complaint

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

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

CONNECTICUT
Connecticut Office of Financial and Academic Affairs for Higher Education
61 Woodland Street
Hartford, CT 06105
860-474-1800.
info@ctdhe.org

Non-degree Institutions: ctdeh.org

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


tpp.com/contactform.php?cmp=PL

EDUCATOR-SCHOOL/Postsecondary_Institutions/

ILLINOIS
State Board of Education
Attn: Director of Regulatory Affairs
302 West Washington Street, Room E201
Indianapolis, IN 46204

Department of Workforce Development, Office of Career and Technical Schools
DWD/Office of Career and Technical Schools
10 North Senate Avenue, Suite 203
Chicago, IL 60602

Department of Financial and Academic Affairs for Higher Education
10 North Senate Avenue, Suite 203
Frankfort, KY 40601
consumer.protection@ag.ky.gov

Kentucky Commission on Proprietary Education
911 Leawood Drive
Frankfort, KY 40601

Delaware Higher Education Office
Carvel State Office Building, 5th Floor
820 North French Street
Wilmington, DE 19801

Delaware Attorney General
Consumer Protection-Wilmington
820 North French Street 5th Floor
Wilmington, DE 19801
consumer.protection@dela.gov

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

osse.dc.gov/sites/default/files/dtc/sites/PostsecondaryEducation/attachments/complaint_form_4_11.pdf

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

fdobe@florida.gov

Georgia
Georgia Nonpublic Postsecondary Education Commission
12828 Easy Exchange Pl. #220
Tucker, GA 30084
www.gncpec.org
rules.sos.state.ga.us/docs/392/506.pdf

HAWAII
Hawaii State Board of Education
P.O. Box 2360
Honolulu, HI 96804

Hawaii State Board of Education
P.O. Box 2360
Honolulu, HI 96804

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

ILLINOIS
Illinois Board of Higher Education
114 East Adams, 2nd Floor
Springfield, IL 62701
info@bhe.org

Institutional Complaint Hotline: 217-557-7359

INDIANA
Indiana Board for Proprietary Education
Attn: Director of Regulatory Affairs
302 West Washington Street, Room E201
Indianapolis, IN 46204

Indiana Department of Workforce Development, Office of Career and Technical Schools
DWD/Office of Career and Technical Schools
10 North Senate Avenue, Suite 203
Chicago, IL 60602

Institutional Complaint Form:

IOWA
Iowa Student Aid Commission
603 East 12th Street, 5th Floor
Des Moines, IA 50319

Iowa Department of State Adequacy
consumer.protection@ag.ky.gov

kansasagents.org/resources/PDFS/254-
ComplaintProcedureandForm.pdf

KENTUCKY
Kentucky Board on Postsecondary Education
1024 Capital Center Dr. #320
Frankfort, KY 40601

Kentucky Commission on Proprietary Education
911 Leawood Drive
Frankfort, KY 40601

bpe.ky.gov/Applications_and_Forms/
Form%20to%20File%20a%20Complaint.pdf

Office of the Attorney General
Capital Suite 118, 700 Capitol Avenue,
Frankfort, KY 40601
consumer.protection@ag.ky.gov

LAISIANA
Louisiana Attorney General Office
Consumer Protection Section
P.O. Box 94005
Baton Rouge, LA 70804

consumerinfo@ag.state.la.us

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P.O. Box 94005
Baton Rouge, LA 70804

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Baton Rouge, LA 70804

Consumerinfo@ag.state.la.us

*Many states do not require specific authorization or licensure for their residents to enroll in online programs.

rasmussen.edu
Florida Cancellation, Termination, Refund Policy If a student is cancelled or terminated, for whatever reason, the following apply:

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

Cancellation, Termination, Refund Policy (Alabama Resident Students Only)

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

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

b. If cancellation occurs after seventy-two (72) hours of enrollment date, but before classes begin or correspondence materials are delivered, a refund shall be made of all unearned prepaid tuition, fees, and other charges that are not subject to the registration deposit.

c. If cancellation occurs after classes begin or after shipment of correspondence materials, a pro rated refund will be made of all unearned prepaid tuition, fees, and charges for books and supplies not issued to the student. Once books and supplies are received by the student, these become the property of students and refunds may be made only at the discretion of the private school.

A full refund is due to students whose contracted educational services are denied by the school as a result of economic or academic fraud as defined in the Code of Federal Regulations 34CFR §668.16 (1972).

Refund Policy for Iowa Residents:

a. In accordance with Iowa code 714.23, students who are residents of the state of Iowa shall receive a pro rata refund of tuition charged to them if they withdraw from an educational program at Rasmussen College, calculated as follows: Not less than 90% of the amount of tuition charged to the student multiplied by the ratio of the number of calendar days in the school period until the date equivalent to the completion of sixty percent of the calendar days in the school period.

b. Notwithstanding the paragraph above, the following tuition refund policy shall apply:

- If a student terminates a program due to the student’s physical incapacity or, for a program that requires the student to attend physical classroom instruction due to the distance of the student’s spouse’s employment to another city, the terminating student shall receive a refund of tuition charges in an amount equal to the amount of tuition charged to the student multiplied by the ratio of the remaining number of calendar days in the school period to the total number of calendar days in the school period.

C. Notwithstanding the two paragraphs above, this portion of the policy applies if and when the Rasmussen College cohort default rate for students under the Stafford loan program as reported by the US Department of Education for the most recent federal fiscal year is more than 110% of the national average rate of all schools, or 6%, whichever is higher. In this case, a student terminating a program shall receive a refund of tuition charges in an amount equal to the amount of tuition charged to the student multiplied by the ratio of the remaining number of calendar days in the school period to the total number of calendar days in the school period.

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

e. In compliance with Iowa Code 714.23, the $150.00 course resources fee will be refunded for students who are residents of the state of Iowa.
ACADEMIC INFORMATION AND COLLEGE POLICIES

consolidation information, and review of loan terms. Academic and financial aid files will be complete until both exit interviews have been completed. The Advisor is available for assistance for the duration of your student loan. Rasmussen College reserves the right to withdraw the student from the program if academic, and other records, pending settlement of any amount due to the College.

Extended Quarter Break Stop Out Policy
Rasmussen College encourages students to remain continuously enrolled in their program through to graduation. Rasmussen College recognizes that on occasion a student may experience an extraordinary personal situation for which he or she may need an extended break between quarters. A student with an extenuating circumstance may apply for the Extended Quarter Break Stop Out. Students who are enrolled and meeting the standards of Satisfactory Academic Progress at the end of one term may apply for an extended break for the following term. The student must commit to returning for Session II of the term in which the Extended Quarter Break Stop Out is requested or the student will be withdrawn from Rasmussen College. Students who are receiving Title IV funding must be scheduled to take at least six credits in Session II of the Extended Quarter Break Stop Out term. The student must meet with his or her Student Success Manager in order to obtain a Stop Out Request Form. The Student Success Manager will provide the student with the necessary information to make an informed decision. Stop Out Request Forms must be signed by the student and returned to the Student Success Manager at the time of the Extended Quarter Break Out is being requested. Students will remain continuously enrolled and will not be eligible to receive financial aid at any other institution during this break. No leave may extend for more than two consecutive quarters, although there is no limit to the total number of quarters that a student may accumulate.

Accelerated Bachelor’s Stop Out Policy
Rasmussen College supports its students who are also members of the armed forces. Military service members who are given official orders to deploy for state or federal needs, as well as their spouses, who cannot complete the academic quarter due to the deployment may withdraw without penalty from any or all classes in which they are enrolled, even if the student is not a full-time student. The student must be cleared by all of the following college programs and/or the College before the student is considered to be a stop out. In the event a veteran discontinues training for any reason, any supplies or textbooks purchased for the course will apply to any academic work completed at Rasmussen College for courses taken elsewhere.

Medical Leave of Absence and Medical Withdrawal Policy
Medical Leave: Each leave will be for one quarter and can be extended through the following quarter. No leave may extend for more than two consecutive quarters, although there is no limit to the total number of quarters that a student may accumulate. Medical leave is intended for students who need to take time away from Rasmussen College for health reasons and who, for medical reasons, are unable to complete the term in which they are currently enrolled.

Medical Withdrawals may be one of the following:
1. Medical Withdrawal: Intended for students who do not plan to return to Rasmussen College. Stop Out Medical Withdrawal: Initial by Campus Administration for students who are suspended or are dismissed due to conduct, academic violations, to affirm a direct threat to themselves or others. Students are treated as a drop/withdrawal for Federal Financial Aid purposes and may end up owing a tuition balance. Students should see their Advisor to determine the impact of a Medical Leave or Withdrawal.

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

• The student cannot remain enrolled in the quarter/session which the leave begins.

Applying for a Leave or Withdrawal:
When a Student Wants to Return After an Involuntary Medical Withdrawal
Re-enrollment will require a completed re-admission application from the student along with a letter from the student’s professional therapist and/or physician stating the student’s medical situation and that the professional therapist/physician believes the student is able to return Rasmussen College.

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

Policy Regarding Grades in the Event of a Medical Leave of Absence or Medical Withdrawal
1. If the student takes Medical Leave or Medical Withdrawal on or before the close of the drop/ add period the course(s) will be dropped without being recorded on the student’s transcript and tuition and fees are charged. 2. A grade of “WX” will be recorded for each course for which a student was registered if the student takes Medical Leave or Medical Withdrawal from the College at any time following the course drop period of the quarter.

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

Amount of funds (financial aid and cash) applied to institutional charges (including post-withdrawal disbursements of Title IV aid applied to institutional charges): Amount of institutional charges that the school can retain per our state mandated refund policy: Amount of Institutional Share of the Title IV Refund
• Remaining refund due to the State Aid Programs.

For North Dakota Campuses
If the disbursement is made of the North Dakota State Grant while the student is enrolled-full time, no refund is due. If the disbursement is made while the student is no longer in attendance, a full refund will be made to the North Dakota State Grant program.

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

ACREDITATION, LICENSING, APPROVALS AND OWNERSHIP

Accreditation
Rasmussen College is accredited by the Higher Learning Commission 230 South LaSalle Street, Suite 7-500 Chicago, IL 60604 800-621-7440 or 312-263-0456

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

• Minnesota Office of Higher Education 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

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

Licenses, Authorizations, Certifications, Approvals, and Registrations

Rasmussen College has been approved by Minnesota to participate in the National Council for State Authorization Reciprocity Agreements. NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education. nc-sara.org

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

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

• Commission for Independent Education Florida Department of Education 325 West Gaines Street, Suite 1411 Tallahassee, FL 32399 888-224-6684

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

• Illinois Board of Higher Education 411 East Adams, 2nd Floor Springfield, Illinois 62701 Phone: 217-782-2551

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

Rasmussen College is approved by the Kansas Board of Regents:

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

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

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

Rasmussen College is authorized by the State Board of Higher Education of the North Dakota University System. Authorization is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

• North Dakota University System State Board of Higher Education 10th Floor, State Capitol 600 East Boulevard Ave, Dept. 215 Bismarck, ND 58505-0230 701-328-2960

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

• State of Wisconsin Educational Approval Board 201 West Washington Ave., 3rd Floor Madison, WI 53703 608-266-1996

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

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

Approved For:

• Veterans benefits for all National Online students are certified through Bloomington, MN

• Veterans benefits by the State Approving Agencies in Florida, Illinois, Minnesota, North Dakota, and Wisconsin

• Florida Board of Nursing

• Illinois Board of Nursing

• Wisconsin Board of Nursing

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

Corporate Officers:

• Thomas M. Slagle, Chief Executive Officer

• Trenda Boyum-Breen, President

• George Fogel, Senior Vice President and Chief Compliance Officer

• Don DeVito, Senior Vice President Admissions

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

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

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

Rasmussen College reserves the right to deny admission to applicants whose total credentials reflect an inability to assume the obligations of performance and behavior deemed essential by Rasmussen College and relevant to any of its lawful missions, process, and functions as an educational institution and business. The administration of Rasmussen College reserves the right to address any issue in this catalog or its operations regarding its meaning.

Alabama Early Childhood Education Disclaimer
State authorization to provide a program related to the preparation of teachers or other P-12 school system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama’s test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full time employment as an administrator in a P-12 school system(s). www.alise.edu

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## Tuition Structure
### Accelerated and Flex Choice Learning Options

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

<table>
<thead>
<tr>
<th></th>
<th>Part-time</th>
<th>Full-time</th>
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<tbody>
<tr>
<td><strong>Accelerated</strong></td>
<td></td>
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<tr>
<td>School of Business</td>
<td>$310 per credit for courses required to complete program (except noted below)</td>
<td>$260 per credit for courses required to complete program (except noted below)</td>
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<tr>
<td>School of Education</td>
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<td>School of Justice Studies</td>
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<td>School of Health Sciences</td>
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<tr>
<td>School of Technology</td>
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<tr>
<td><strong>Bachelor's Degrees with Flex Choice Option</strong></td>
<td>$310 per credit for faculty-led courses required to complete program (except noted below)</td>
<td>$260 per credit for faculty-led courses required to complete program (except noted below)</td>
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<tr>
<td>Computer Science Bachelor's</td>
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<tr>
<td>Health and Wellness Bachelor's</td>
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<tr>
<td>Supply Chain and Logistics Management Bachelor's</td>
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<tr>
<td>Business Management Bachelor's</td>
<td>Students who transfer 60+ credits without a conferred Associate's degree</td>
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<tr>
<td>Healthcare Management Bachelor's</td>
<td></td>
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<tr>
<td>Human Resource and Organizational Leadership Bachelor's</td>
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<td>Marketing Bachelor's</td>
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<td>Business Systems Analysis Bachelor's</td>
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<td>Finance Bachelor's</td>
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<td>Early Childhood Education Leadership Bachelor's</td>
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<tr>
<td>Criminal Justice Leadership and Management Bachelor's</td>
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<tr>
<td>Human Services Bachelor's</td>
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</tbody>
</table>

**Business Management Bachelor’s**
- Students who transfer with a conferred Associate’s degree

**Associate’s Degrees with Flex Choice Option:**
- School of Business
- School of Education
- School of Justice Studies
- School of Health Sciences
- School of Technology

**Prequalified Accelerated Coursework:**
- English Composition, College Math, Natural Science or any prerequisite course required in order to start an AcceleratED program. These are taught in 11-week quarters.
- School of Business
- School of Education
- School of Justice Studies
- School of Health Sciences
- School of Technology

**Additional Elective Coursework Outside the Accelerated Program:**
- These courses are taught in 11-week quarters.
- School of Business
- School of Education
- School of Justice Studies
- School of Health Sciences
- School of Technology

**Notes:**
- Competency courses for the Flex Choice learning option may be attempted at no additional fee. Students must enroll in at least six credits during the quarter in which they attempt a competency course.
- Prequalified Accelerated Coursework: $310 per credit
- Additional Elective Coursework Outside the Accelerated Program: $310 per credit
ACCELERATED FACULTY STATEMENT

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

CENTRAL OFFICE ADMINISTRATION

Trenda Boyum-Breen
President
Ed.D, University of Minnesota
M.S., Winona State University
B.A., Concordia College
Twin Cities

Dwayne Bertotto
Regional Admissions Vice President
B.S., University of Wisconsin-Superior
Twin Cities

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

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Senior Vice President, Admissions Services
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B.S., Excelsior College
Twin Cities

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Vice President of Compliance and Financial Services
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B.S., Florida State University
Orlando

Greg Witte
Regional Vice President
B.M.E., Central Missouri State University
Chicago
At Rasmussen College, we pride ourselves on supporting our students’ academic and career goals through our industry-experienced, inspiring, and dedicated faculty and a variety of in-demand degree options.

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# Campus Locations

## Illinois
- **Aurora/Naperville**
  - 2363 Sequoia Drive
  - Aurora, IL 60506
  - 630-888-3500
- **Mokena/Tinley Park**
  - 8650 West Spring Lake Road
  - Mokena, IL 60448
  - 815-534-3300
- **Rockford**
  - 6000 East State Street
  - Rockford, IL 61108
  - 815-316-4800
- **Romeoville/Joliet**
  - 1400 West Normantown Road
  - Romeoville, IL 60446
  - 815-306-2600

## Kansas
- **Kansas City/Overland Park**
  - 11600 College Boulevard
  - Overland Park, KS 66210
  - 913-491-7870
- **Topeka**
  - 620 Southwest Governor View
  - Topeka, KS 66606
  - 785-228-7320

## North Dakota
- **Bismarck**
  - 1701 East Century Avenue
  - Bismarck, ND 58503
  - 701-530-9600
- **Fargo**
  - 4012 19th Avenue Southwest
  - Fargo, ND 58103
  - 701-277-3889

## Wisconsin
- **Appleton**
  - 3500 East Destination Drive
  - Appleton, WI 54915
  - 920-750-5900
- **Green Bay**
  - 904 South Taylor Street
  - Green Bay, WI 54303
  - 920-593-8400
- **Wausau**
  - 1101 Westwood Drive
  - Wausau, WI 54401
  - 715-841-8000

## Florida
- **Fort Myers**
  - 9160 Forum Corporate Parkway
  - Fort Myers, FL 33905
  - 239-477-2100
- **Land O’Lakes/East Pasco**
  - 18600 Fernview Street
  - Land O’Lakes, FL 34638
  - 813-435-3601
- **New Port Richey/West Pasco**
  - 8661 Citizens Drive
  - New Port Richey, FL 34654
  - 727-942-0069

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

## National Online
- **1-866-847-5162**

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