
PROGRAMS

Finance BS Degree (pg. 8) Delete BUL 3247 Business Law II (4 credits) and replace with BUL 3266 Business Law and Finance (4 credits).

Criminal Justice BS Degree: Leadership and Management (pg. 12) Delete the “Entrance Requirements” section in its entirety, and replace with the following:

ENTRANCE REQUIREMENTS:

Students entering the AcceleratED Criminal Justice Bachelor Completer program must provide evidence of having a conferred Associate’s degree in one of the programs listed below to gain acceptance to the program. Students who have a conferred Associate’s degree in a field other than those listed below, or who have completed 91 quarter (61 semester) credits, will be considered on a case-by-case basis at the sole discretion of the Dean of the School of Justice Studies.

Acceptable Programs:

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

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

- Student must have a conferred Associate’s degree or at least 91 credits of college-level coursework with a grade of C or higher in each course that will be transferred to petition for acceptance.
- Students may be required to take additional coursework prior to being accepted in the AcceleratED program. The courses a student may be required to complete may include: Introduction to Criminal Justice, Criminology, Introduction to Corrections, Policing in America, and Criminal Law and Procedures. Prior transcripts will be evaluated on a course by course basis to determine which pre-qualification coursework is required.
- Students who are not transferring successfully completed Introduction to Criminal Justice, Criminology, Introduction to Corrections, Policing in America, and Criminal Law and Procedures, or equivalent courses will be required to successfully complete the required coursework within a regularly scheduled quarter at the regular non-AcceleratED tuition rate prior

to acceptance into the AcceleratED Bachelor’s Degree program.

Business Management BS Degree (See pg. 2)

Entrepreneurship Certificate (See pg. 3)

Early Childhood Education Leadership BS Degree (See pg. 4)

SCHOOL OF BUSINESS

BUSINESS MANAGEMENT BS DEGREE

CAREER OPPORTUNITIES:

- General and Operations Manager

OBJECTIVE:

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

ENTRANCE REQUIREMENTS:

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

GENERAL EDUCATION COURSES

UPPER DIVISION

Communication	4
MMC 3407 Visual Communication in the Media Humanities	8
AML 4680 Literature of American Minorities	
POT 4001 Political Thought	
Math/Natural Sciences	4
EVR 3410 Human Uses of the Environment	
Social Sciences (Select 2 courses)	8
AMH 3304 Visions of America Since 1945	
CPO 4003 Comparative Politics	

MAJOR AND CORE COURSES

UPPER DIVISION

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

Total Bachelor’s Degree Credits

Upper Division General Education Credits	24
Upper Division Major and Core Credits	67
Total Upper Division Credits	91
TOTAL BS DEGREE CREDITS	181

SCHOOL OF BUSINESS MISSION STATEMENT

The Rasmussen College 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

*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 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.
Students have the opportunity to participate in an optional internship/externship project.*

SCHOOL OF BUSINESS

ENTREPRENEURSHIP CERTIFICATE

CAREER OPPORTUNITIES:

- Entrepreneur
- Small Business Owner
- General and Operations Owner
- Administrative Services Manager

OBJECTIVE:

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

ENTRANCE REQUIREMENTS:

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

CERTIFICATE COURSES

ENT 3007	Becoming an Entrepreneur	4
ENT 3174	Financial Accounting and the Entrepreneur	4
ENT 3281	Business Innovation: Best Practices in New Business Development	4
ENT 3309	Evaluating New Business Opportunities	4
ENT 3624	Funding a New Business	4
ENT 3773	Technology for Today’s Entrepreneur	4
ENT 4011	Sales and Marketing for New Business Ventures	4
ENT 4235	Managing and Growing a Sustainable Organization	4
GEB 3388	Winning Customer Service Strategies	4

TOTAL CERTIFICATE CREDITS **36**

SCHOOL OF BUSINESS

MISSION STATEMENT

The Rasmussen College 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.

SCHOOL OF EDUCATION

EARLY CHILDHOOD EDUCATION LEADERSHIP BS DEGREE

CAREER OPPORTUNITIES:

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

OBJECTIVE:

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

THIS PROGRAM IS NOT INTENDED TO LEAD TO LICENSURE.

ENTRANCE REQUIREMENTS:

Students entering the AcceleratED Early Childhood Education Leadership Bachelor Degree Completer program must provide evidence of having a conferred Associate's degree in one of the programs listed below to gain acceptance to the program. Students who have a conferred Associate's degree in a field other than those listed below, or who have completed 91 quarter (61 semester) credits, will be considered on a case-by-case basis at the sole discretion of the Dean of the School of Education.

Acceptable Programs:

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

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

- 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: Foundations of Child Development; Observation and Assessment in Early Childhood Education; Dynamics of the Family; Guiding Children's Behavior; and Early Childhood Education Curriculum and Instruction. Prior transcripts will be evaluated on a course-by-course basis to determine which pre-qualification coursework is required.

Students who are not transferring successfully completed Foundations of Child Development, Observation and Assessment in Early Childhood Education, Dynamics of the Family, Guiding Children's Behavior, and Early Childhood Education Curriculum and Instruction or equivalent courses will be required to successfully complete the required coursework within a regularly scheduled quarter at the regular non-AcceleratED tuition rate prior to acceptance into the AcceleratED Bachelor's Degree Program.

SCHOOL OF EDUCATION MISSION STATEMENT

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

GENERAL EDUCATION COURSES

UPPER DIVISION

Communication	4
MMC 3407 Visual Communication in the Media Humanities	8
AML 4680 Literature of American Minorities	
POT 4001 Political Thought	
Math/Natural Sciences	4
EVR 3410 Human Uses of the Environment	
Social Sciences	8
AMH 3304 Visions of America Since 1945	
CPO 4003 Comparative Politics	

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

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

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

COURSE DESCRIPTIONS

ACG 3357 Accounting for Business Managers (pg. 15) Add the following course description:

**ACG 3357 Accounting for Business Managers
40 hours, 4 credits**

This course provides a review of accounting objectives and their relation to business, as well as a survey of the theory and application of managerial accounting principles. Topics include cost behaviors, production costing methods, data processing, economic analysis, budgeting, and management and financial control.

Prerequisite: none

BUL 3266 Business Law and Finance (pg. 15) Add the following course description:

**BUL 3266 Business Law and Finance
40 hours, 4 credits**

In this course, students will learn the fundamentals of law applicable to business transactions, the types of business organizations, property laws, wills, trusts, estate planning, bankruptcy, creditor and debtor relationships, commercial paper, securities regulation, contracts, and other areas of the Uniform Commercial Code and business law. Students will analyze how these concepts and principles impact financial managers and financial analysts.

Prerequisite: none

BUL 4388 Business Law and Ethics (pg. 15) Add the following course description:

**BUL 4388 Business Law and Ethics
40 hours, 4 credits**

This course reviews fundamental principles of law applicable to business transactions, and provides overview of the current moral and ethical issues that arise in the world of business. Students will examine the law, legal system, and ethics and how they apply to 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 3706 Statistics for Criminal Justice (pg. 15) Change prerequisite to College-level Math course.

EEC 3000 Early Childhood Education: Understanding Mental Health in the Early Years (pg. 15) Add the following course description:

**EEC 3000 Early Childhood Education: Understanding Mental Health in the Early Years
40 hours, 4 credits**

This course examines the impact of mental health issues on a child's well-being. Students will focus on attachment theory, brain development, and the importance of

executive function on life-long learning. This course will challenge students to explore the effects of economics, family structure, and the environment on a child's emotional and social development. Students will also be able to evaluate social support systems.

Prerequisite: none

EEC 3005 Communications and Connections for Early Childhood Professionals (pg. 15) Add the following course description:

**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 (pg. 15) Add the following course description:

**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 (pg. 15) Add the following course description:

**EEC 3010 Effective Teaching Strategies
40 hours, 4 credits**

This course will emphasize general principles of effective teaching including strategies that can be used in a variety of early childhood settings. This course focuses on the significance of designing achievable learning targets based on 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 early

learning experiences, and the various teaching roles and approaches relevant to working with young children, birth through age eight.

Prerequisite: none

EEC 3011 Empowering Contemporary Families (pg. 15)

Add the following course description:

**EEC 3011 Empowering Contemporary Families
40 hours, 4 credits**

This course explores various types and structures of families. Students will review the historical transformations of families and discuss contemporary families and communities. Students will also examine the major social issues contemporary families face. This course emphasizes resiliency in strengthening families through effective programming practices.

Prerequisite: none

EEC 3015 Observation and Assessment for Effective Curriculum Planning (pg. 15) Add the following course description:

**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 (pg. 15) Add the following course description:

**EEC 3020 Positive Behavior Guidance for Young Children
40 hours, 4 credits**

This course is an advanced approach to positive behavior guidance and classroom management. Students will investigate and apply strategies to create an environment that fosters pro-social and equitable practices in the classroom. This course emphasizes promoting positive interactions to support children's self-regulation.

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Prerequisite: none

EEC 3025 Teaching and Learning Across the Curriculum (pg. 15) Add the following course description:

**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 curricula and lesson plans.

Prerequisite: Observation and Assessment for Effective Curriculum Planning

EEC 3026 Technology and Developmentally Appropriate Practices (pg. 15) Add the following course description:

**EEC 3026 Technology and Developmentally Appropriate Practices
40 hours, 4 credits**

This course will explore technology as a part of the world in which children, families, and early childhood professionals live. Students will learn the fundamentals of developmentally appropriate practice as it relates to the use of technology in the classroom, precautions that need to be taken, and the emersion of technology in everyday living. Students will study the function of technology in the early childhood program's procedures and policies, employ technology to assess and enhance children's growth and development, and critique technology to ensure its use is developmentally appropriate for each age and stage of child development.

Prerequisite: none

EEC 4000 Early Childhood Education: Environments and Play Theory (pg. 15) Add the following course description:

**EEC 4000 Early Childhood Education: Environments and Play Theory
40 hours, 4 credits**

This course will explore how play and the environment promote learning and development in young children. Strategies to enhance indoor and outdoor learning environments will be emphasized. Students will reflect on their practices as they evaluate a wide variety of learning environments and curriculum models. Using knowledge of child development, students will design learning environments that are respectful, supportive, and challenging.

Prerequisite: Observation and Assessment for Effective Curriculum Planning

EEC 4005 Advanced Principles and Perspectives of Child Development (pg. 15) Add the following course description:

**EEC 4005 Advanced Principles and Perspectives of Child Development
40 hours, 4 credits**

This course is an advanced study in the theory and principles of child development. An evaluation of current educational practices as developmentally appropriate will challenge students to examine their own perspectives on how children learn. Focus will be on the primary years of

development through in-depth exploration of gender roles, socialization, and cultural perspectives.
Prerequisite: none

EEC 4010 Early Childhood Language and Literacy Learning (pg. 15) Add the following course description:

EEC 4010 Early Childhood Language and Literacy Learning 40 hours, 4 credits

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

EEC 4015 Early Childhood Education: Diversity and Social Justice (pg. 15) Add the following course description:

EEC 4015 Early Childhood Education: Diversity and Social Justice 40 hours, 4 credits

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

EEC 4022 Ethics and Leadership in Early Childhood Education (pg. 15) Add the following course description:

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 across various areas including parent communication, care and education, policy, and advocacy. Students will also learn strategies to train and mentor future leaders in the field of early childhood education and will 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 (pg. 15) Add the following course description:

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

EEC 4040 Trends in Early Childhood Education: Current Research and Policies (pg. 15) Add the following course description:

EEC 4040 Trends in Early Childhood Education: Current Research and Policies 60 hours, 6 credits

This course explores trends in the early childhood education field. Students will examine current research and national and local and legislative policies. Students will also develop skills in critiquing and analyzing research findings effects on early childhood care and education. Students will gain knowledge of current legislative policies and determine their effect on young children, families, and early childhood education.
Prerequisite: Students must be in their last or second-to-last session.

GEB 4220 Managing a Diverse Workforce (pg. 18) Change prerequisite to: None

GEB 4305 Statistics for Managers (pg. 16) Change prerequisite to College-level Math course.

GEB 4310 Statistics for Business (pg. 16) Delete the course description in its entirety, and replace with the following:

GEB 4310 Statistics for Business 40 hours, 4 credits

In this course, students will develop basic statistical literacy along with the ability to analyze and evaluate real-life business problems using statistical methods. Students will learn to organize and present quantitative data by means of graphical and numerical methods. Topics include descriptive statistics, basic probability theory, discrete and continuous probability distributions, sampling distributions, estimation, hypothesis testing, analysis of variance, and simple linear regression.
Prerequisite: None

GEB 4410 Advanced Principles of Marketing (pg. 18) Change prerequisite to:

None for students enrolled in AcceleratED programs

GEB 4505 Organizational Development (pg. 18) Change prerequisite to: None

ISM 3015 Management of Information Systems (pg. 18) Change prerequisite to: None

MAN 3175 Applied Management Principles (pg. 18) Add the following course description:

**MAN 3175 Applied Management Principles
40 hours, 4 credits**

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

MAN 3429 Modern Human Resource Management (pg. 18) Delete course description and replace with the following:

**MAN 3429 Modern Human Resource Management
40 hours, 4 credits**

This seminar course introduces students to timely human resources topics helping organizations manage workforce 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 (pg. 18) Change prerequisite to: None

MAN 4143 Contemporary Leadership Challenges (pg. 18) Change prerequisite to: None

MAN 4240 Organizational Behavior Analysis (pg. 18) Change prerequisite to: None

MAN 4441 Negotiation and Conflict Management (pg. 18) Add the following course description:

**MAN 4441 Negotiation and Conflict Management
40 hours, 4 credits**

This course will focus on negotiation and conflict management in business and other organizational settings. The emphasis is on gaining an understanding of the negotiation process and developing effective negotiation and conflict management skills.
Prerequisite: Organizational Behavior Analysis

MAN 4602 International Business (pg. 18) Change prerequisite to: None

MAN 4720 Strategic Management (pg. 18) Change prerequisite to: None

MAN 4900 Management Capstone (pg. 18) Add the following course description:

**MAN 4900 Management Capstone
30 hours, 3 credits**

In this course, students analyze, synthesize, evaluate, and create new knowledge by reviewing, contemplating, and applying theoretical concepts studied throughout their degree in creating a solution for an actual management need. This course is designed to be taken during the student's last quarter. Students have the opportunity to participate in an optional internship/externship project.
Prerequisite: Business Bachelor's student in last or second-to-last quarter

RMI 4020 Risk Management (pg. 18) Add the following course description:

**RMI 4020 Risk Management
40 hours, 4 credits**

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

ACADEMIC INFORMATION AND COLLEGE POLICIES

Effective July 10, 2012, Rasmussen College does not charge an admission application fee. Please disregard all references to payment or refund of application fees.

College Acceptance or Rejection of Application for Admission (pg. 20) In addition to all other admissions requirements, students must be at least 16 years old to enroll at Rasmussen College.

AcceleratED Bachelor’s Degree Programs College Acceptance or Rejection of Application (pg. 20) Insert the following after “College Acceptance or Rejection of Application for Admission”:

AcceleratED 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 AcceleratED Online Orientation course
- Applicants must have a conferred Associate of Science (A.S.), Associate of Arts (A.A.), or Associate of Applied Science (A.A.S.) 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 from a Regionally or Nationally accredited institution which is recognized by the Department of Education in order to be admitted. The student must have successfully completed, with a grade of “C” or higher, college-level Math or Natural Science and English Composition coursework even if plans are to transfer credits from a previously attended program. Any student who is not transferring successfully completed college-level Math or Natural Sciences and/or college-level English Composition coursework will be required to successfully complete the required coursework within a regularly scheduled quarter at normal tuition rates prior to joining the AcceleratED Bachelor’s Degree Program. See transfer policies for program-specific entrance requirements.

Entrance Assessment (pg. 21) Effective October 1, 2012, delete the Entrance Assessment table in its entirety and replace with the following:

Entrance Assessment

The STEP (Student Testing for Educational Placement) exam is used for entrance assessment. Based on the

outcomes in the areas of English and Math, students are placed in the following courses:

Subject	Score	Course Placement
Writing	0-16 items correct	Not eligible for admission
Writing	17-24 items correct	B080 Reading and Writing Strategies
Writing	25-35 items correct	ENC 1101 English Composition
Math	0-16 items correct	B087 Practical Math
Math	17-35 items correct	Lower-division Math/Natural Sciences coursework

Background Checks (pg. 21) Delete this section in its entirety and replace with the following:

Background Checks

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, obtain employment upon graduation, or accumulate unnecessary student loan debt.

The programs that require a general criminal background check for admission are the following:

- Business Management: Child Development Specialization
- Criminal Justice
- Early Childhood Education
- Fire Science
- Health Information Management
- Health Information Technician
- Healthcare Management
- Human Services
- Law Enforcement
- Law Enforcement Academic
- Law Enforcement Skills
- Medical Assisting (Florida, Illinois, North Dakota, and Wisconsin campuses only)
- Medical Billing and Coding
- Medical Laboratory Technician (Florida, Illinois, North Dakota, and Wisconsin campuses only)
- Paralegal
- Pharmacy Technician
- Practical Nursing (Florida, Illinois, North Dakota, and Wisconsin campuses only)
- Professional Nursing (Florida, Illinois, North Dakota, and Wisconsin campuses only)
- Professional Nursing: Mobility Entrance Option (Florida, Illinois, North Dakota, and Wisconsin campuses only)
- Surgical Technologist (Florida, Illinois, North Dakota, and Wisconsin campuses only)

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

Minnesota Students Only: In addition to the general background check, applicants to the Law Enforcement programs must submit to a Minnesota Bureau of Criminal Apprehension background check. Applicants to the Medical Assisting, Medical Laboratory Technician, Surgical Technologist, and Nursing programs must submit to a Minnesota Department of Human Services (MDHS) background check.

Florida Students Only: In addition to the general background check, applicants to the School of Nursing programs must submit to a Florida Department of Law Enforcement (FDLE) background check.

General Criminal and FDLE Background Check Process:

A student enrolling in any of the general criminal or FDLE background check designated programs must complete a Background Release Form, as well as a Background Check Attestation. Campuses will be notified directly of applicants whose background check results are clear. If the background check reveals a potential problem, Rasmussen College will review the applicant's background to determine whether the applicant is eligible to start the program. If a student is not eligible for a program, he/she is also not eligible for financial aid while attending school for that program, and any financial aid funds disbursed must be returned to the lender. This also applies to a student whose appeals are denied. If a student is determined ineligible for admission, the following must be completed:

- All Title IV, state and grant aid (Grants, Scholarships and VA) must be returned.
- The student must return all course materials.
- 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 materials.
- If a student chooses to appeal his/her termination from the school, all appeals must be completed by the end of the first quarter, or the student may not continue to the next quarter.

A student enrolling in a program that requires a background check will not have his/her aid submitted until the student is determined to be eligible either through a clear or possible letter or successfully going through the appeals 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 their 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 dispute the information contained in the background check. Within seven days of sending the pre-adverse action letter the College will send the student an adverse action letter indicating the action to be taken. The Director of Admissions will contact the applicant to explain the options available.

If the applicant wishes to appeal the decision, a written appeal should be submitted to the Director of Admissions. The College will review the appeal and issue a final decision. A student whose appeal has been denied has the right to request to file one request for reconsideration of their appeal, but must provide supplemental or additional information to support such a request for reconsideration.

Minnesota Department of Human Services Background Check Process

A student enrolling in any of the MDHS designated programs must complete a Background Release Form, as well as a Background Check Attestation. If a student is not eligible for a program, he/she is also not eligible for financial aid while attending school for that program, and any financial aid funds disbursed must be returned to the lender.

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

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

A student who receives a 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 materials.

- 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 materials.

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

Primary Sources of Financial Aid and How to Apply

(pg. 22) Under "Federal Loan Programs: Federal Parent Loan for Undergraduate Students (PLUS)", change the "Amount per Year" information (third column) to read, "Up to college cost of attendance" and change the "Application" information (fourth column) to read, "PLUS application and Promissory Note processed through College and Lender."

Scholarship and Grant Programs – High School

Professional Program (pg. 23) Include Kansas in the list of states in which this program is available.

Foundation Courses Timeframe (pg. 23) Effective October 1, 2012, delete this section in its entirety and replace with the following:

Foundation Courses Timeframe

To help ensure student success, students requiring a Foundation course must complete one such course in their first full quarter of enrollment. Additionally, all required foundation courses must be taken in the student's first two full quarters of enrollment. If a student withdraws from or does not pass a Foundation course, the student must successfully complete that course in the subsequent full quarter of enrollment or the student will be dismissed from the College. Foundation courses are B080 and B087. A "full quarter" excludes the mid-quarter start.

Foundation Course Grading (pg. 23) Effective October 1, 2012, delete this section in its entirety and replace with the following: **Foundation Course Grading**

1. All Foundation courses are satisfactory/unsatisfactory (SX/UX) courses.
 2. Students pass B080 Reading and Writing Strategies if they achieve a final grade percentage of 73% or higher.
 3. Students pass B087 Practical Math if they achieve a final grade percentage of 73% or higher.
- The following grading scale is then used to determine if students have passed the courses:

Reading and Writing Strategies
SX 73% or higher UX Below 73%

Practical Math
SX 73% or higher UX Below 73%

Repeating Courses Policy (pg. 24) Delete entire section and replace with the following:

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 time may count the credits for that course in a financial aid award calculation only if the original grade earned is an "F/FA". A third attempt at a failed course will not be eligible for any financial aid. If a student elects to repeat a course for which a grade above "F/FA" was earned, the credits are not included in the financial aid award calculation, thereby making the student responsible for payment out-of-pocket at regular tuition rates. The credits for all repeated courses along with the credits from prior attempts will be included in credits attempted for the purposes of determining Satisfactory Academic Progress. The highest grade earned from a repeated course will be used in the calculation of the student's cumulative GPA. The student's GPA will be recalculated to reflect the highest letter grade. If more than one attempt results in the same letter grade, only the most recent one will be used in the calculation of GPA.

Students who fail a required course three times and have a cumulative grade point average of 2.0 or greater may be able to switch to another program that does not include the course as a required part of the program curriculum without going through the program appeal process. Students who fail a course three times, and who cannot switch to another program as determined by the program change appeal process, will be terminated from the College. Those students cannot return to the College until they successfully complete an equivalent to the course elsewhere by earning a grade of C or higher and transfer it back in to Rasmussen College, in accordance with meeting the transfer of credit requirements. In the case of credit transfer, on "F/FA" grade will remain for purposes of GPA calculation. However, all of the course credits, both failed and transferred, count in the student's Cumulative Completion Rate (CCR).

Foundation courses may only be repeated one time. Students who fail a Foundation course a second time will be terminated from the College. All attempts of repeated courses, including the grades, remain on academic records and transcripts even though they may not be included in the GPA calculation. Students should be aware that graduate schools and other institutions to which they might wish to transfer may not accept repeats and may include all grades in calculating GPA for admission.

Incomplete Grade Policy (pg. 24) Delete entire section and replace with the following:

AcceleratED Incomplete Grade Policy

An 'I/IN' indicates an incomplete grade, and is a temporary grade for a course which a student is unable to complete due to extenuating circumstances. 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 which identifies:
 - a. the work to be completed;
 - b. qualifications for acceptable work;
 - c. the deadline for completing the work is within seven (7) calendar days of the last day of class;
 - d. the grade to be entered should the student not complete the work by the deadline (the calculated grade).
 - e. Instructors will have ten (10) calendar days after receipt for grading, recalculation of grades and processing of all documents required.
2. Incomplete forms will be maintained by the respective campus for approval and resolution. Students must request an incomplete to their instructor prior to the last day of the end of the session.
3. The Dean must be informed of all incompletes granted. 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.
 - f. By completing the work, one of the following will apply:
 - i. The student will learn substantive information by completing the work.
 - ii. The student will learn higher level thinking skills or gain substantially greater command of the subject matter.

4. Allowing the student extra time compensates for events or conditions not within the student's control (i.e., illness, emergencies, etc.) as opposed to compensating for poor planning, poor attendance, or failure to take assignments seriously.
5. Incompletes may not be granted only for the sake of improved cumulative grade point average, nor will they be granted to allow students to make up "extra credit" work.
6. Credits for all incomplete courses will be counted as credits attempted but not earned in the quarter of enrollment. Incomplete grades must be completed within seven(7) calendar days of the last day of class. An incomplete grade not completed by the deadline will be changed to an 'FA' (or the calculated alternate grade designated by the instructor on the incomplete form) and will be included in the cumulative grade point average.

The final grade awarded for the course is included in the calculation of the cumulative grade point average.

AcceleratED Academic Overload Policy (pg. 25) Insert the following after "Graduation Requirements":

AcceleratED Academic Overload Policy

An academic or credit overload occurs when a student desires to register for more than 16 credits per term, or two courses per session. Students wishing to schedule an overload must obtain the signature of the Student Advisor as well as the approval and signature of the Academic Dean of the AcceleratED program. In order to apply for an overload the student must have completed a minimum of 32 credits of AcceleratED coursework 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 3.5 to apply for an overload. Students with a cumulative grade point average of 3.5 or above will be eligible to take up to three courses in the approved session. The student may only apply for Academic Overload for one session at a time and each application will be evaluated against current progress. The student must apply for approval no later than week two (2) of the session prior to which the overload is desired. An approved overload will be scheduled according to course availability and the completion of any pre-requisites. The AcceleratED Academic Overload Approval Form is available through a Student Success Manager.

AcceleratED Business Management Bachelor’s Degree Transfer Policy (pg. 26):

AcceleratED Business Management Bachelor’s Degree Transfer Policy

To be considered for admission to the AcceleratED Business Management Bachelor’s Degree program, students must hold a conferred Associate’s degree from an accredited institution as recognized by the Department of Education. Students in this program will receive 90 quarter credits of transfer to Rasmussen College and begin their degree with Junior standing.

AcceleratED Entrepreneurship Certificate Admission Requirements (pg. 26):

AcceleratED Entrepreneurship Certificate Admission Requirements

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

AcceleratED Early Childhood Education Leadership Bachelor’s Degree Transfer Policy (pg. 26):

AcceleratED Early Childhood Education Leadership Bachelor’s Degree Transfer Policy

Students entering the AcceleratED Early Childhood Education Leadership Bachelor Degree Completer program must provide evidence of having a conferred Associate’s degree in one of the programs listed below to gain acceptance to the program. Students who have a conferred Associate’s degree in a field other than those listed below, or who have completed 91 quarter (61 semester) credits, will be considered on a case-by-case basis at the sole discretion of the Dean of the School of Education.

Acceptable Programs:

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

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

- 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: Foundations of Child Development; Observation and Assessment in Early Childhood Education; Dynamics of the Family; Guiding Children’s Behavior; and Early Childhood Education Curriculum and Instruction. Prior transcripts will be evaluated on a course-by-course basis to determine which pre-qualification coursework is required.
- Students who are not transferring successfully completed Foundations of Child Development, Observation and Assessment in Early Childhood Education, Dynamics of the Family, Guiding Children’s Behavior, and Early Childhood Education Curriculum and Instruction or equivalent courses will be required to successfully complete the required coursework within a regularly scheduled quarter at the regular non-AcceleratED tuition rate prior to acceptance into the AcceleratED Bachelor’s Degree Program.

AcceleratED Criminal Justice Bachelor’s Degree Transfer Policy (pg. 26) Delete this section in its entirety and replace with the following:

AcceleratED Criminal Justice Bachelor’s Degree Transfer Policy

Students entering the AcceleratED Criminal Justice Bachelor Completer program must provide evidence of having a conferred Associate’s degree in one of the programs listed below to gain acceptance to the program. Students who have a conferred Associate’s degree in a field other than those listed below, or who have completed 91 quarter (61 semester) credits, will be considered on a case-by-case basis at the sole discretion of the Dean of the School of Justice Studies.

Acceptable Programs:

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

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

- Student must have a conferred Associate's degree or at least 91 credits of college-level coursework with a grade of C or higher in each course that will be transferred to petition for acceptance.
- Students may be required to take additional coursework prior to being accepted in the AcceleratED program. The courses a student may be required to complete may include: Introduction to Criminal Justice, Criminology, Introduction to Corrections, Policing in America, and Criminal Law and Procedures. Prior transcripts will be evaluated on a course by course basis to determine which pre-qualification coursework is required.
- Students who are not transferring successfully completed Introduction to Criminal Justice, Criminology, Introduction to Corrections, Policing in America, and Criminal Law and Procedures, or equivalent courses will be required to successfully complete the required coursework within a regularly scheduled quarter at the regular non-AcceleratED tuition rate prior to acceptance into the AcceleratED Bachelor's Degree program.

AcceleratED Business Systems Analysis Certificate

Transfer Policy (pg. 26) Delete this section in its entirety and replace with the following:

AcceleratED Business Systems Analysis Certificate Transfer Policy

To be considered for admission to the AcceleratED Business Systems Analysis Certificate program, students must hold a conferred Associate's degree from an accredited institution as recognized by the Department of Education.

Weapons Policy (pg. 30) Delete this section in its entirety and replace with the following:

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 and utility/pocket knives with a blade length of 3 inches or less. Prohibited items include weapons that are loaded or unloaded, functioning or non-functioning, and anything that could be perceived as a weapon, including toys and weapons used for decorative, display and/or simulation purposes. This policy applies to all staff, faculty, students and visitors with the exception of licensed peace officers and law enforcement/security agents as allowed by applicable statute. The approved storage and use of weapons for training purposes as part of a School of Justice Studies program is permitted. This policy includes both campus buildings and offsite events

sponsored and 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 a separate parking facility owner or operator. Rasmussen policy defers to agency/site-specific rules regarding School of Justice Studies training facilities.

Alabama Residents: School of Education (pg. 31)

Insert the following after "Disclosure Policy":

Alabama Residents: School of Education

Alabama Students: Contact the Teacher Education and Certificate Division of the Alabama State Department of Education at (334) 242-0035 or www.alsde.edu to verify that these programs qualify for teacher certification, endorsement, and/or salary benefits.

Tuition Table (pg. 33) Make the following changes for new starts and re-entering students as of **January 2013**:

Prequalified AcceleratED Coursework: English Composition, College Math, Natural Science, or any pre-requisite course needed in order to start an AcceleratED program \$350 per credit

Additional Elective Coursework Outside the AcceleratED Program \$350 per credit

- Change the first bullet point below the table to read: "There is a required course materials fee of \$150 per course."
- Change the second bullet point below the table to read: "Students taking sixteen (16) or more credits shall only be charged for sixteen (16) credits and will be assessed an additional course materials fee of \$150 for every course over four courses."

Florida Cancellation, Termination, Refund Policy (pg. 33)

Delete this section in its entirety and replace with the following:

Florida Cancellation, Termination, Refund Policy

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

- Each student will be notified of acceptance/rejection in writing. In the event a student is rejected, all tuition, fees and other charges will be refunded. A student in any term who withdraws from the College must give written notice to the College. Date of withdrawal is the last day of recorded attendance.
- The College will acknowledge in writing any notice of cancellation within 10 business days after the receipt of request and will refund any amount due within 30 business days. Written notice of cancellation shall take place on the date the letter of cancellation is postmarked, or in the cases where the notice is hand carried, it shall occur on the date the notice is delivered to the College.

- Notwithstanding anything to the contrary, if a student gives written notice of cancellation following written acceptance by 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 paid will be refunded. If any books and supplies provided by the College are not returned unused and in a condition such that they can be returned to the supplier, the student will be assessed a fee of \$150 per course for these books and supplies. All prepaid tuition is refundable.
- If a student has been accepted by the College and gives written notice of cancellation or termination after the start of the Period of Instruction for which they have been charged, but before completion of 60% of the Period of Instruction, the amount charged for tuition, fees, and all other charges for the completed portion of the Period of Instruction shall not exceed the pro rata portion 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 the completion of 60% of the Period of Instruction, no refund will be made.
- In compliance with Iowa Code 714.23, the \$150 course fee will be refunded for students who are residents of the state of Iowa.
- Student refunds are made within 45 days of the date of determination of withdrawal if the student does not officially withdraw. In compliance with Iowa Code 714.23, refund of tuition charges will be made within 30 days for students who are residents of the state of Iowa.
- The refund policy is not linked to compliance with the College's regulations or rules of conduct.
- Any promissory note instrument received as payment of tuition or other charge will not be negotiated prior to completion of 50% of the course.

Refund Policy for Iowa Residents (pg. 33) Insert the following after the Florida Cancellation, Termination, and Refund Policy:

- 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 charges if they withdraw from an educational program at Rasmussen College, calculated as follows: Not less than ninety percent of the amount of tuition charged to the student, multiplied by the ratio of the number of calendar days remaining in SIXTY PERCENT OF the school period until the date equivalent to the completion of sixty percent of the calendar days in the school period to the total 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 terminating student has completed sixty percent or more of a school period, no tuition refund will be granted. However, if, at any time, 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 transfer of the student's spouse's employment to another city, the terminating student shall receive a refund of tuition charges in an amount that equals the amount of tuition charged to the student multiplied by the ratio of the remaining number of calendar days in the school period to the total number of calendar days in the school period.

- 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 six percent, whichever is higher. In this case a terminating student shall receive a refund of tuition charges in an amount that is not less than ninety percent of the amount of tuition charged to the student multiplied by the ratio of the remaining number of calendar days in the school period to the total number of calendar days in the school period.
- d. Tuition refunds shall be provided to the student within forty-five days following the date of the determination that a student has terminated enrollment. No 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 materials fee will be refunded for students who are residents of the state of Iowa.

Non Federal Refund Distribution Policy – For Illinois and Wisconsin Campuses (pg. 34) Delete this section in its entirety and replace with the following:

Non Federal Refund Distribution Policy - For Illinois, Kansas and Wisconsin Campuses

Please note that Illinois, Kansas and Wisconsin do not have state grant programs, so the Non-Federal Refund Distribution Policy does not apply to students attending campuses in Illinois, Kansas or Wisconsin.

Veterans Refund (pg. 34) Delete this section in its entirety and replace with the following:

Veterans Refund

In the event a veteran discontinues training for any reason, any supplies or textbooks issued to and paid for by the veteran become the property of the veteran. The remaining amount of the prepaid tuition will be refunded on a prorated basis computed to the date of discontinuance of training.