Campus Locations

- Aurora
- Rockford

Additional Campus Locations

- Fort Myers, FL
- Ocala, FL
- Pasco County, FL
- Brooklyn Park, MN
- Eagan, MN
- Eden Prairie, MN
- Lake Elmo/Woodbury, MN
- Mankato, MN
- Moorhead, MN
- St. Cloud, MN
- Bismarck, ND
- Fargo, ND
- Green Bay, WI

Inside This Catalog

› Programs of Study
› Course Descriptions
› College Policies
› Administration
› Faculty & Staff

Effective August 11, 2008.
This edition replaces previous editions.
Mission

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

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

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

Purpose

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

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

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

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

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

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

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

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

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

Over the next century, Rasmussen College expanded to five locations to better serve the state of Minnesota. In 2003, Rasmussen College partnered with an online-education provider to include fully online programs. Since then, Rasmussen College has opened new campuses in Minnesota, Illinois, and Wisconsin, and added four campuses through its mergers with Aakers College in North Dakota and Webster College in Florida.

Today Rasmussen College operates campuses in five states. It offers programs in areas such as business, criminal justice, technology and design, and allied health. Through all these changes, Rasmussen College has maintained its original passion for and dedication to providing high-quality education to its students, and skilled graduates to local employers.

Board of Directors

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

What does CHIPS mean for you, our student?

It means a personal, service-oriented, quality education that’s designed to help you succeed - in the classroom and beyond.

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

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

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

INTEGRITY
- Are you accredited?
- Is your accreditation national or regional?
- Do you allow students to participate in evaluation of their instructors and overall educational experience?
- How do you decide which new programs to offer? Who helps you develop them?
- Do you help graduates develop a portfolio of work samples that can be used to demonstrate career competencies to potential employers?

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

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

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

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

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

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

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

Career Advice and Assistance

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

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

Career Services Program
Rasmussen graduates have the benefit of an extensive career services program. Our dedicated and professional staff teaches you how to write a professional resume, create a personal portfolio, and conduct a polished interview. Your instructors can offer valuable advice on getting a good job, as many have developed long-term relationships with many of the area’s leading employers.

Job Connect
Our membership in the National Association of Colleges and Employers (NACE) enables current students and alumni to access thousands of jobs nationally through online links. With Job Connect, Rasmussen’s online resource, you’ll have access to professional employers who post all types of job opportunities, including full time, part time, internships, cooperative education assignments, and volunteer. You’ll connect with prospective employers who seek your skills.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Rasmussen College Online

High Quality Education

Rasmussen is accredited by a number of organizations that honor the high standards of academic excellence and vitality maintained by institutions of higher learning. What this means is that you have the assurance of receiving a high-quality education from a staff of dedicated instructors and administrators who are here to help you succeed in your chosen field. Whether you’ve been out of school for two years or twenty, our commitment to your future is lifetime.

Accreditation and Licensure
Accreditation means that a college meets the needs of students, as well as the criteria and requirements set by the accrediting organization. Rasmussen College made the transition from national to regional accreditation in 2001 to ensure a high-quality education for its students. Regional accreditation places significant requirements on the receiving institution, but it enables students to transition more easily from one accredited school to another. During this time the College added four more deans to its campuses, and faculty members with master’s degrees or higher jumped from 50% to 70%.

Rasmussen College is licensed by the Illinois Board of Higher Education and the State of Wisconsin Educational Approval Board.

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

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

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

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

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

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

Our admissions professionals can now help you explore the various options that best meet your goals, interests, educational needs, and work or activities schedule.

Your team will help you find the learning program, location, and coursework that are right for you.

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

- Application Form
  (Apply early for best class choices and scholarship opportunities.)
- $60 fee for entire program or $20 per course
- An attestation of high school graduation or equivalency
- College placement exam results
- Required credentials for foreign students, including TOEFL test score of 500 paper-based or 173 computer-based, plus first quarter tuition.
- All Justice Studies programs require applicants to complete a criminal background check. See the catalog pages for more information.

Rasmussen College will notify you in writing of your acceptance or rejection. All money paid to the College will be refunded if you are not accepted. All new students will attend an orientation session a week or two before classes start. This required session is an opportunity to learn College policies and course scheduling, and to meet other students.

Picking a Start Date

2008-2009 Academic Calendar

- 2008 Early Fall Quarter
  August 11 – September 21
- 2008 Fall Quarter
  October 6 – December 21
- 2008 Early Winter Quarter
  November 10 – December 21
- 2009 Winter Quarter
  January 5 – March 22
- 2009 Early Spring Quarter
  February 9 – March 22
- 2009 Spring Quarter
  April 6 – June 21
- 2009 Early Summer Quarter
  May 11 – June 21
- 2009 Summer Quarter
  July 6 – September 20
- 2009 Early Fall Quarter
  August 10 – September 20

College Holidays

- New Year's Day
- Martin Luther King, Jr. Day
- Memorial Day
- Independence Day
- Friday prior to Labor Day (Employee Appreciation Day)
- Labor Day
- Veterans Day
- Thanksgiving Day and the following Friday
- Christmas Day
Primary Sources of Financial Aid and How to Apply.

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

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

• Various 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 sheet 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>$400 - $4,731</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 – Awarded by the College</td>
</tr>
<tr>
<td>Academic Competitiveness Grant (ACG)</td>
<td>Award based on Pell Grant eligibility and academic rigor requirements of state high school coursework eligibility.</td>
<td>$750 for first year; $1300 for second year</td>
<td>Free Application for Federal Student Aid</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employment</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Work Study</td>
<td>Part-time jobs on campus or at local non-profit agencies. Based on financial need and skill level for positions available.</td>
<td>Varies</td>
<td>Free Application for Federal Student Aid – Awarded by the College</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Federal Loan Programs</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Subsidized Stafford Loan Program</td>
<td>Long-term, variable interest rate loan with a 8.25% cap. 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 and Promissory Note</td>
</tr>
<tr>
<td>Federal Unsubsidized Stafford Loan Program</td>
<td>Long-term variable interest rate loan with an 8.25% cap. Principal and interest may be deferred until after student leaves college or attends less than half-time. Same as subsidized limits. Independent students may be eligible for additional amounts of: 1st &amp; 2nd Year - $4000 3rd Year + - $5000.</td>
<td>Up to college cost of attendance.</td>
<td>Free Application for Federal Student Aid and Promissory Note</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 Components. Monthly benefit based on service contributions</td>
<td></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.
If you are like most students, you don’t have a pile of cash lying around to pay for college. So you’ll be glad to know that based on your high school cumulative GPA, Rasmussen College offers scholarship opportunities up to $10,000 for incoming freshmen. Below is a quick look at the available Grade Point Achievement scholarships. Ask your Admissions Representative for all the details and an application form.

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

Eligibility guidelines for the Grade Point Achievement Scholarships are as follows:

• Eligible students must be current-year graduating high school seniors.
• Students must apply for and begin classes during the summer quarter, early fall quarter or fall quarter immediately following their graduation from high school.
• Award amounts are determined upon receipt of the student’s official final transcript from high school.
• All recipients will be notified of the award in writing and all funds are paid directly to the College.

Award amounts for Associate Degree students are divided equally among the student's first 5 quarters of attendance. Award amounts for Bachelor Degree students are divided equally among the student's first 10 quarters of attendance.

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

Scholarship and Grant Programs

<table>
<thead>
<tr>
<th>If your cumulative Grade Point Average upon graduation is between:</th>
<th>You will receive the following Scholarship:</th>
<th>If you apply for admission prior to January 30, your award is:</th>
<th>If you apply for admission between January 30, and April 30, your award is:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.00 – 2.74</td>
<td>Success Award</td>
<td>Associates $1,000</td>
<td>$600</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelors $2,000</td>
<td>$1,200</td>
</tr>
<tr>
<td>2.75 – 2.99</td>
<td>Achievement Award</td>
<td>Associates $1,500</td>
<td>$1,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelors $3,000</td>
<td>$2,000</td>
</tr>
<tr>
<td>3.00 – 3.24</td>
<td>Silver Circle Award</td>
<td>Associates $2,000</td>
<td>$1,500</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelors $4,000</td>
<td>$3,000</td>
</tr>
<tr>
<td>3.25 – 3.49</td>
<td>Gold Circle Award</td>
<td>Associates $2,500</td>
<td>$2,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelors $5,000</td>
<td>$4,000</td>
</tr>
<tr>
<td>3.50 – 3.74</td>
<td>Platinum Circle Award</td>
<td>Associates $3,000</td>
<td>$2,500</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelors $6,000</td>
<td>$5,000</td>
</tr>
<tr>
<td>3.75 – 3.99</td>
<td>Director’s Award</td>
<td>Associates $4,000</td>
<td>$3,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelors $8,000</td>
<td>$6,000</td>
</tr>
<tr>
<td>4.00</td>
<td>President’s Award</td>
<td>Associates $5,000</td>
<td>$4,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelors $10,000</td>
<td>$8,000</td>
</tr>
</tbody>
</table>

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

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

Corporate Discount
Some companies receive a tuition discount from Rasmussen College for eligible employees. Contact your campus for details.
HEALTH INFORMATION TECHNICIAN AAS DEGREE**

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

Career Opportunities • Health Information Technician • Medical Data Analyst • Medical Coder • Health Information Workflow Specialist • Medical Records Coordinator • Coding Analyst • Electronic Health Record Specialist

Foundation Courses

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

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

General Education Courses

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

Humanities

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

Math/Natural Sciences (1 required course***, select 1 elective)

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>G233</td>
<td>College Algebra***</td>
<td>4</td>
</tr>
<tr>
<td>G239</td>
<td>Introduction to Astronomy</td>
<td>4</td>
</tr>
<tr>
<td>G245</td>
<td>Introduction to Geology</td>
<td>4</td>
</tr>
</tbody>
</table>

Social Sciences (Select 2 courses)

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

***The Illinois Board of Higher Education requires that all students complete College Algebra. Students must also select an additional course from the Math/Natural Sciences category to meet the required amount of general education credits in that category.

Major and Core Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>D111</td>
<td>Computer Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>E150</td>
<td>Success Strategies</td>
<td>4</td>
</tr>
<tr>
<td>E242</td>
<td>Career Development</td>
<td>2</td>
</tr>
<tr>
<td>G150</td>
<td>Structure and Function of the Human Body</td>
<td>4</td>
</tr>
<tr>
<td>M120</td>
<td>Medical Terminology</td>
<td>4</td>
</tr>
<tr>
<td>M140</td>
<td>Basic ICD-9-CM Coding</td>
<td>3</td>
</tr>
<tr>
<td>M140A</td>
<td>Intermediate ICD-9-CM Coding</td>
<td>3</td>
</tr>
<tr>
<td>M141</td>
<td>Ambulatory Care Coding</td>
<td>3</td>
</tr>
<tr>
<td>M208</td>
<td>Introduction to Health Information Management</td>
<td>4</td>
</tr>
<tr>
<td>M209</td>
<td>Medical Insurance and Billing</td>
<td>3</td>
</tr>
<tr>
<td>M223</td>
<td>Pathology I</td>
<td>4</td>
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<tr>
<td>M224</td>
<td>Pathology II</td>
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</tr>
<tr>
<td>M230</td>
<td>Medical Law and Ethics</td>
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</tr>
<tr>
<td>M251</td>
<td>Medical Coding Practicum</td>
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</tr>
</tbody>
</table>

Total Diploma Credits 93*

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

** The Health Information Technician program offered at the Brooklyn Park, Eagan, Eden Prairie, Mankato, and St. Cloud locations is accredited by the Commission on Accreditation for Health Informatics and Information Management (CAHIIM). The Rockford, IL campus is in the Application for Candidacy process and will be reviewed for accreditation in 2008. The Green Bay, WI campus is in the Application for Candidacy process and will be reviewed for accreditation in 2009. The Moorhead, MN campus will begin the Application for Candidacy process in 2009. Students at these campuses will be kept informed of the program’s accreditation status. Graduates may not sit for the American Health Information Management Association (AHIMA) credentialing examination until accreditation has been granted to the campus.

MEDICAL CODING DIPLOMA

Standard Length of Program • 6 Quarters Part-Time

Career Opportunities • Medical Coder • Medical Coder/Biller

Foundation Courses

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

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

Major and Core Courses

<table>
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<tr>
<th>Number</th>
<th>Course</th>
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</tr>
</thead>
<tbody>
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<td>Career Development</td>
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</tr>
<tr>
<td>G124</td>
<td>English Composition</td>
<td>4</td>
</tr>
<tr>
<td>G141</td>
<td>Introduction to Communication</td>
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</tr>
<tr>
<td>G150</td>
<td>Structure and Function of the Human Body</td>
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</tr>
<tr>
<td>G233</td>
<td>College Algebra**</td>
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</tr>
<tr>
<td>M120</td>
<td>Medical Terminology</td>
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Total Diploma Credits 59*

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

**The Illinois Board of Higher Education requires that all students complete College Algebra.
Objective.

Graduates of this program know basic concepts in kinesiology, human anatomy, pathology, and the theory behind massage-therapy techniques. They can perform a variety of massage techniques, including Swedish massage, sports massage, myofascial release, trigger-point therapy, and additional techniques. In addition, they can choose and perform techniques for clients with individualized needs. They value critical thinking, communication, professionalism and ethical behavior, and the appreciation of other massage therapists in the industry. This program prepares graduates to take the National Certification Exam from the National Certification Board for Therapeutic Massage and Bodywork (NCBTMB).

MASSAGE THERAPY AAS DEGREE

**Standard Length of Program** • 7 Quarters *Full-Time* • 11 Quarters *Part-Time*

**Career Opportunities** • Private Practice • Spas and Resorts • Health Clubs • Wellness Centers • Clinics • Chiropractic Offices

**Foundation Courses**

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

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<td>Communication</td>
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<td>G124</td>
<td>Introduction to Communication</td>
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<td>G141</td>
<td>Human Anatomy and Physiology I</td>
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<tr>
<td>G142</td>
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<tr>
<td>G122</td>
<td>World Geography</td>
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<tr>
<td>G123</td>
<td>Principles of Economics</td>
<td>4</td>
</tr>
<tr>
<td>G137</td>
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<td>Introduction to Sociology</td>
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<tr>
<td>G243</td>
<td>Contemporary U.S. Government</td>
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**Math/Natural Sciences (2 required courses)**

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<tbody>
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<td>MA242</td>
<td>Human Anatomy and Physiology II</td>
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</table>

**Social Sciences (Select 2 courses)**

<table>
<thead>
<tr>
<th>Number</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>G122</td>
<td>World Geography</td>
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**Major and Core Courses**

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<th>Number</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>B136</td>
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<td>E150</td>
<td>Success Strategies</td>
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<tr>
<td>E242</td>
<td>Career Development</td>
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<tr>
<td>MA242</td>
<td>Human Anatomy and Physiology II</td>
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<tr>
<td>MT101</td>
<td>Introduction to Massage Therapy</td>
<td>3</td>
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<tr>
<td>MT105</td>
<td>Deep Tissue Massage</td>
<td>3</td>
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<tr>
<td>MT120</td>
<td>Techniques for Special Clients</td>
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<tr>
<td>MT140</td>
<td>Pathology for Massage Therapy</td>
<td>4</td>
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<tr>
<td>MT215</td>
<td>Sports Massage</td>
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<tr>
<td>MT220</td>
<td>Myofascial Release</td>
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<tr>
<td>MT225</td>
<td>Alternative Modalities</td>
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<td>MT230</td>
<td>Trigger Point Therapy</td>
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<tr>
<td>MT237</td>
<td>Clinic I</td>
<td>2</td>
</tr>
<tr>
<td>MT238</td>
<td>Clinic II</td>
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<tr>
<td>MT245</td>
<td>Kinesiology</td>
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<tr>
<td>MT246</td>
<td>Kinesiology II</td>
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<tr>
<td>MT250</td>
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</tbody>
</table>

**Total Degree Credits** 94*

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

**MASSAGE THERAPY DIPLOMA

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

**Career Opportunities** • Private Practice • Spas and Resorts • Health Clubs • Chiropractic Offices • Wellness Centers

**Foundation Courses**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
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<tbody>
<tr>
<td>B097</td>
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**Major and Core Courses**

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<tr>
<td>MT250</td>
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</table>

**Total Diploma Credits** 74*

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

**The Illinois Board of Higher Education requires that all students complete College Algebra.**
Objective.

Graduates of this program know medical language and terminology and the applications of available software packages. They can transcribe a variety of medical documents, use different medical report formats, and employ transcription equipment effectively. They can also support and communicate effectively with the healthcare team. Graduates value ethical and professional behavior and the confidentiality of patient information.

MEDICAL TRANSCRIPTIONIST AAS DEGREE

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

Career Opportunities • Medical Transcriptionist • Transcription Supervisor • Medical Document Editor

Foundation Courses

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

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

General Education Courses

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<tbody>
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<td>Introduction to Communication</td>
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<td>G226</td>
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<td>G125</td>
<td>Humanities</td>
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Math/Natural Sciences (1 required course**, select 1 elective)

<table>
<thead>
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<th>Number</th>
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<th>Credits</th>
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<tbody>
<tr>
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<td>G239</td>
<td>Introduction to Astronomy</td>
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<td>G245</td>
<td>Introduction to Geology</td>
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Social Sciences (Select 2 courses)

<table>
<thead>
<tr>
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**The Illinois Board of Higher Education requires that all students complete College Algebra. Students must also select an additional course from the Math/Natural Sciences category to meet the required amount of general education credits in that category.

Major and Core Courses

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<th>Course</th>
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<tr>
<td>B271</td>
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<td>M207</td>
<td>Medical Transcription III</td>
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<tr>
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<tr>
<td>S120</td>
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</table>

Total Degree Credits 90*

This Degree Program is also offered online.

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

MEDICAL TRANSCRIPTIONIST DIPLOMA

Standard Length of Program • 4 Quarters Full-Time • 6 Quarters Part-Time

Career Opportunities • Medical Transcriptionist • Medical Document Editor

Foundation Courses

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<tr>
<td>S120</td>
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</tbody>
</table>

Total Diploma Credits 62*

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

**The Illinois Board of Higher Education requires that all students complete College Algebra.
Objective.

Graduates of this program know medical terminology, medical law and ethics, and pharmacy math. They understand the theory of pharmacy practice. Graduates can receive, interpret, input, and fill prescriptions, and can use software programs to complete these tasks. They can perform pharmacy tasks in retail and hospital pharmacy settings. They value critical thinking, honesty and integrity, compassion for patients, and patient confidentiality.

## PHARMACY TECHNICIAN AAS DEGREE

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

### Career Opportunities
- Retail Pharmacy
- Clinic Pharmacy
- Hospitals and Health Care Facilities

### Foundation Courses

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

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

### General Education Courses

#### English Composition
- (Required course)
  - G124 English Composition 4

#### Communication
- (Select 1 course)
  - G141 Introduction to Communication 4
  - G226 Speech 4

#### Humanities
- (Select 2 courses)
  - G125 Humanities 4
  - G138 Introduction to Film 4
  - G201 Creative Writing 4
  - G230 Introduction to Literature 4

#### Math/Natural Sciences
- (2 required courses)
  - MA241 Human Anatomy and Physiology I 5
  - MA242 Human Anatomy and Physiology II 5

#### Social Sciences
- (Select 2 courses)
  - G122 World Geography 4
  - G123 Principles of Economics 4
  - G137 Introduction to Psychology 4
  - G142 Introduction to Sociology 4
  - G243 Contemporary U.S. Government 4

### Math/Natural Sciences
- (2 required courses)
  - MA241 Human Anatomy and Physiology I 5
  - MA242 Human Anatomy and Physiology II 5

### Social Sciences
- (Select 2 courses)
  - G122 World Geography 4
  - G123 Principles of Economics 4
  - G137 Introduction to Psychology 4
  - G142 Introduction to Sociology 4
  - G243 Contemporary U.S. Government 4

### Major and Core Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>B119</td>
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<td>Computer Information Systems</td>
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<td>E150</td>
<td>Success Strategies</td>
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<td>E242</td>
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<tr>
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<td>PT110</td>
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<td>PT120</td>
<td>Pharmacy Math and Dosages</td>
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<td>Unit Dose/IV Lab</td>
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<td>PT235</td>
<td>Pharmacy Technician Practicum I-Outpatient/Retail</td>
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<td>Pharmacy Technician Practicum II-Unit Dose/IV</td>
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### Total Degree Credits 92*

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

**The Illinois Board of Higher Education requires that all students complete College Algebra.
Graduates of this program know financial and managerial accounting concepts pertaining to the business environment. They can manage accounts receivable, accounts payable, and payroll. They can also prepare tax returns, prepare and analyze financial statements, and use computer applications profitably. Graduates value critical thinking, communication, and integrity.

**ACCOUNTING AAS DEGREE**  
Banking • Financial Accounting • Financial Investigation

<table>
<thead>
<tr>
<th>Foundation Courses</th>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
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<tr>
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<td>Foundations of English II</td>
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<td>Foundations of Math</td>
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Students must either demonstrate mastery of the subject matter in Foundation Courses through a STEP placement exam or by successful completion of B097, B098, and/or B099.

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<th>General Education Courses</th>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
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<td>Introduction to Communication</td>
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<td>G201</td>
<td>Creative Writing</td>
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<table>
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<tr>
<th>Math/Natural Sciences</th>
<th>Number</th>
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<tr>
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<td>G239</td>
<td>Introduction to Astronomy</td>
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<td>Introduction to Geology</td>
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<td>G123</td>
<td>Principles of Economics***</td>
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<td>G137</td>
<td>Introduction to Psychology</td>
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**Major and Core Courses**

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<thead>
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<tr>
<td>A151</td>
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<td>Accounting II</td>
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<tr>
<td>B136</td>
<td>Introduction to Business</td>
<td>4</td>
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<tr>
<td>B271</td>
<td>Professional Communication</td>
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<tr>
<td>D111</td>
<td>Computer Information Systems</td>
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<td>Excel</td>
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<table>
<thead>
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<th>Number</th>
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<td>Introduction to Banking</td>
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<td>F212</td>
<td>Fundamentals of Consumer Lending</td>
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<td>Introduction to Mortgage Lending</td>
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**Total Degree Credits** 93*

This Degree Program is also offered Online.

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<td>Intermediate Accounting I</td>
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<td>Intermediate Accounting II</td>
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**Total Degree Credits** 93*

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<td>Intermediate Accounting II</td>
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<td>Financial Investigation</td>
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<td>J100</td>
<td>Introduction to Criminal Justice</td>
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<td>Criminal Law and Procedures</td>
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**Total Degree Credits** 93*

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Foundation Courses

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<td>G125</td>
<td>Humanities</td>
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<td>G138</td>
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<td>G201</td>
<td>Creative Writing</td>
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<td>G230</td>
<td>Introduction to Literature</td>
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<td>Structure and Function of the Human Body</td>
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<td>G233</td>
<td>College Algebra*</td>
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<td>G239</td>
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<td>G245</td>
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<td>World Geography</td>
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Math/Natural Sciences

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<tbody>
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Social Sciences

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<tbody>
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<td>Principles of Management</td>
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Major and Core Courses

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Total Degree Credits 93*

This Degree Program is also offered online.

Business Administration Specialization

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<th>Course</th>
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<td>B270</td>
<td>Global Business Management</td>
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<td>B272</td>
<td>Call Center Strategic Leadership</td>
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<td>B275</td>
<td>Call Center Customer Service Representative Skills</td>
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<td>B276</td>
<td>Call Center Labor Force Management</td>
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<td>B278</td>
<td>Call Center Operations Management</td>
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<tr>
<td>B293</td>
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Total Degree Credits 95*

This Degree Program is only offered online.

Call Center Management Specialization

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<td>B270</td>
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<tr>
<td>B272</td>
<td>Call Center Strategic Leadership</td>
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<td>B275</td>
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<td>B276</td>
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<td>B278</td>
<td>Call Center Operations Management</td>
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<tr>
<td>B293</td>
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Total Degree Credits 95*

This Degree Program is only offered online.

Human Resource Specialization

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<td>B249</td>
<td>Risk Management and Insurance</td>
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<tr>
<td>B250</td>
<td>Training and Development</td>
<td>4</td>
</tr>
<tr>
<td>B267</td>
<td>Employment Law</td>
<td>4</td>
</tr>
<tr>
<td>B268</td>
<td>Compensation and Benefits Management</td>
<td>4</td>
</tr>
<tr>
<td>B293</td>
<td>Business Ethics</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Degree Credits 95*

This Degree Program is only offered online.

Internet Marketing Specialization

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B218</td>
<td>E-Commerce</td>
<td>4</td>
</tr>
<tr>
<td>B223</td>
<td>Internet Consumer Behavior</td>
<td>4</td>
</tr>
<tr>
<td>B224</td>
<td>Marketing Ethics</td>
<td>4</td>
</tr>
<tr>
<td>B228</td>
<td>Search Engine Marketing</td>
<td>4</td>
</tr>
<tr>
<td>B229</td>
<td>Target/Audience Messaging</td>
<td>4</td>
</tr>
<tr>
<td>B231</td>
<td>Web Media Marketing</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Degree Credits 91*

This Degree Program is only offered online.

Marketing and Sales Specialization

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

Total Degree Credits 95*

This Degree Program is also offered online.

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

Graduates of this program know the history and development of the criminal-justice system and its effect on society. They understand how the legal process works from law enforcement, to the courts, and through the corrections system. They can apply critical thinking to issues in criminal justice such as law enforcement, corrections, security, juvenile justice, and domestic violence. They value communication, critical thinking, and integrity in the criminal-justice system.

CRIMINAL JUSTICE AAS DEGREE

Corrections • Crime Scene Evidence • Homeland Security • Law Enforcement

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

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

Foundation Courses

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

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

General Education Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>G124</td>
<td>English Composition (Required course)</td>
<td>4</td>
</tr>
<tr>
<td>G141</td>
<td>Communication</td>
<td>4</td>
</tr>
<tr>
<td>G126</td>
<td>Communication</td>
<td>4</td>
</tr>
<tr>
<td>G125</td>
<td>Humanities</td>
<td>4</td>
</tr>
<tr>
<td>G138</td>
<td>Introduction to Film</td>
<td>4</td>
</tr>
<tr>
<td>G201</td>
<td>Creative Writing</td>
<td>4</td>
</tr>
<tr>
<td>G230</td>
<td>Introduction to Literature</td>
<td>4</td>
</tr>
<tr>
<td>G150</td>
<td>Math/Natural Sciences (1 required course**, select 1 elective)</td>
<td>4</td>
</tr>
<tr>
<td>G233</td>
<td>College Algebra**</td>
<td>4</td>
</tr>
<tr>
<td>G239</td>
<td>Introduction to Astronomy</td>
<td>4</td>
</tr>
<tr>
<td>G245</td>
<td>Introduction to Geology</td>
<td>4</td>
</tr>
<tr>
<td>G137</td>
<td>Social Sciences (2 required courses)</td>
<td>4</td>
</tr>
<tr>
<td>G142</td>
<td>Introduction to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>G148</td>
<td>Introduction to Sociology</td>
<td>4</td>
</tr>
</tbody>
</table>

**The Illinois Board of Higher Education requires that all students complete College Algebra. Students must also select an additional course from the Math/Natural Sciences category to meet the required amount of general education credits in that category.

Major and Core Courses

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

In addition to meeting all other admissions requirements, applicants to this program must also complete a criminal background check.
Objectives:
Graduates of this program understand how information systems are used in business and how technology adds value to business processes. Depending on the specialization area chosen, graduates will have the skills to install and manage networks, troubleshoot applications and help users, create and modify websites as needed, safeguard networks and proprietary information, manage and utilize databases in a business environment, or utilize IP Telephony to enhance communications for an organization. They value critical thinking, communication, and business and professional skills.

## INFORMATION SYSTEMS MANAGEMENT AAS DEGREE

**Network Administration • Web Programming • Computer Information Technology**

### Standard Length of Program
- **6 Quarters Full-Time**
- **9 Quarters Part-Time**

### Career Opportunities
- Computer Support Specialist
- Network Control Operator
- Application Support
- Help Desk Technician
- Web Developer
- Internet Specialist
- PC Specialist

### Computer Information Technology Specialization

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B218</td>
<td>E-Commerce</td>
<td>4</td>
</tr>
<tr>
<td>D181</td>
<td>Excel</td>
<td>3</td>
</tr>
<tr>
<td>D187</td>
<td>Professional Presentations</td>
<td>3</td>
</tr>
<tr>
<td>D293</td>
<td>Access</td>
<td>3</td>
</tr>
<tr>
<td>N127</td>
<td>Microsoft Windows Workstations</td>
<td>3</td>
</tr>
<tr>
<td>N133</td>
<td>Networking Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>N290</td>
<td>Information Technology Capstone</td>
<td>2</td>
</tr>
<tr>
<td>S120</td>
<td>Word for Windows</td>
<td>3</td>
</tr>
<tr>
<td>W108</td>
<td>Introduction to Website Design</td>
<td>3</td>
</tr>
</tbody>
</table>

### Elective Courses for Computer Information Technology
(Select one of the following elective groups, for 9 credits)

**Group I - Information Technology Elective Group**
- N112 | PC Hardware and Software I (A+) | 3 |
- N113 | PC Hardware and Software II (A+) | 3 |
- N228 | Microsoft Windows Server | 3 |

### Total Degree Credits 93*

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### Database Administration Specialization

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B220</td>
<td>Project Planning and Documentation</td>
<td>4</td>
</tr>
<tr>
<td>D283</td>
<td>Access</td>
<td>3</td>
</tr>
<tr>
<td>N127</td>
<td>Microsoft Windows Workstations</td>
<td>3</td>
</tr>
<tr>
<td>N228</td>
<td>Microsoft Windows Server</td>
<td>3</td>
</tr>
<tr>
<td>N270</td>
<td>Oracle Database Administration</td>
<td>3</td>
</tr>
<tr>
<td>N271</td>
<td>SQL Server 2005 Administration</td>
<td>3</td>
</tr>
<tr>
<td>N272</td>
<td>SQL Server 2005 Development</td>
<td>3</td>
</tr>
<tr>
<td>N273</td>
<td>Business Intelligence Reporting</td>
<td>3</td>
</tr>
<tr>
<td>N290</td>
<td>Information Technology Capstone</td>
<td>2</td>
</tr>
<tr>
<td>W112</td>
<td>Database Design &amp; SQL</td>
<td>3</td>
</tr>
<tr>
<td>W114</td>
<td>Fundamentals of Programming</td>
<td>3</td>
</tr>
<tr>
<td>W122</td>
<td>Introduction to Visual Basic 2005</td>
<td>3</td>
</tr>
</tbody>
</table>

### Total Degree Credits 93*

### IP Telephony Specialization

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B220</td>
<td>Project Planning and Documentation</td>
<td>4</td>
</tr>
<tr>
<td>N112</td>
<td>PC Hardware and Software I (A+)</td>
<td>3</td>
</tr>
<tr>
<td>N113</td>
<td>PC Hardware and Software II (A+)</td>
<td>3</td>
</tr>
<tr>
<td>N127</td>
<td>Microsoft Windows Workstations</td>
<td>3</td>
</tr>
<tr>
<td>N228</td>
<td>Microsoft Windows Server</td>
<td>3</td>
</tr>
<tr>
<td>N325</td>
<td>Cisco Networking Fundamentals and Routing</td>
<td>3</td>
</tr>
<tr>
<td>N264</td>
<td>IP Telephony</td>
<td>3</td>
</tr>
<tr>
<td>N265</td>
<td>Quality of Service (QoS)</td>
<td>3</td>
</tr>
<tr>
<td>N290</td>
<td>Information Technology Capstone</td>
<td>2</td>
</tr>
</tbody>
</table>

### Total Degree Credits 90*

### Networking Security and Forensics Specialization

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B220</td>
<td>Project Planning and Documentation</td>
<td>4</td>
</tr>
<tr>
<td>N112</td>
<td>PC Hardware and Software I (A+)</td>
<td>3</td>
</tr>
<tr>
<td>N113</td>
<td>PC Hardware and Software II (A+)</td>
<td>3</td>
</tr>
<tr>
<td>N127</td>
<td>Microsoft Windows Workstations</td>
<td>3</td>
</tr>
<tr>
<td>N133</td>
<td>Networking Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>N141</td>
<td>Networking Security Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>N228</td>
<td>Microsoft Windows Server</td>
<td>3</td>
</tr>
<tr>
<td>N235</td>
<td>Cisco Networking Fundamentals and Routing</td>
<td>3</td>
</tr>
<tr>
<td>N251</td>
<td>Introduction to Computer Forensics</td>
<td>3</td>
</tr>
<tr>
<td>N252</td>
<td>Networking Security Advanced</td>
<td>3</td>
</tr>
<tr>
<td>N253</td>
<td>Managing Information Security</td>
<td>3</td>
</tr>
<tr>
<td>N290</td>
<td>Information Technology Capstone</td>
<td>2</td>
</tr>
</tbody>
</table>

### Total Degree Credits 93*

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

---

### Foundation Courses

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

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

### General Education Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>C124</td>
<td>English Composition</td>
<td>4</td>
</tr>
<tr>
<td>C141</td>
<td>Introduction to Communication</td>
<td>4</td>
</tr>
<tr>
<td>C226</td>
<td>Speech</td>
<td>4</td>
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</tbody>
</table>

### Communication (Select 1 course)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>C125</td>
<td>Humanities</td>
<td>4</td>
</tr>
<tr>
<td>C138</td>
<td>Introduction to Film</td>
<td>3</td>
</tr>
<tr>
<td>C201</td>
<td>Creative Writing</td>
<td>4</td>
</tr>
<tr>
<td>C230</td>
<td>Introduction to Literature</td>
<td>4</td>
</tr>
</tbody>
</table>

### Math/Natural Sciences

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

### Social Sciences (Select 2 courses)

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

### Humanities (Select 2 courses)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>D119</td>
<td>Customer Service</td>
<td>4</td>
</tr>
<tr>
<td>D136</td>
<td>Introduction to Business</td>
<td>4</td>
</tr>
<tr>
<td>D271</td>
<td>Professional Communication</td>
<td>4</td>
</tr>
<tr>
<td>D295</td>
<td>Business Ethics</td>
<td>4</td>
</tr>
<tr>
<td>D425</td>
<td>Introduction to Geology</td>
<td>4</td>
</tr>
</tbody>
</table>

### Humanities (Select 2 courses)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>E150</td>
<td>Success Strategies</td>
<td>4</td>
</tr>
<tr>
<td>E242</td>
<td>Career Development</td>
<td>2</td>
</tr>
</tbody>
</table>

**The Illinois Board of Higher Education requires that all students complete College Algebra. Students must also select an additional course from the Math/Natural Sciences category to meet the required amount of general education credits in that category.

### Network Administration Specialization

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B220</td>
<td>Project Planning and Documentation</td>
<td>4</td>
</tr>
<tr>
<td>N112</td>
<td>PC Hardware and Software I (A+)</td>
<td>3</td>
</tr>
<tr>
<td>N113</td>
<td>PC Hardware and Software II (A+)</td>
<td>3</td>
</tr>
<tr>
<td>N127</td>
<td>Microsoft Windows Workstations</td>
<td>3</td>
</tr>
<tr>
<td>N133</td>
<td>Networking Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>N208</td>
<td>Linux Administration</td>
<td>3</td>
</tr>
<tr>
<td>N226</td>
<td>Windows Active Directory</td>
<td>3</td>
</tr>
<tr>
<td>N228</td>
<td>Microsoft Windows Server</td>
<td>3</td>
</tr>
<tr>
<td>N234</td>
<td>Microsoft Exchange Server</td>
<td>3</td>
</tr>
<tr>
<td>N235</td>
<td>Cisco Networking Fundamentals and Routing</td>
<td>3</td>
</tr>
<tr>
<td>W122</td>
<td>Introduction to Visual Basic 2005</td>
<td>3</td>
</tr>
</tbody>
</table>

### Network Administration Specialization

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B220</td>
<td>Project Planning and Documentat</td>
<td>4</td>
</tr>
<tr>
<td>N112</td>
<td>PC Hardware and Software I (A+)</td>
<td>3</td>
</tr>
<tr>
<td>N113</td>
<td>PC Hardware and Software II (A+)</td>
<td>3</td>
</tr>
<tr>
<td>N127</td>
<td>Microsoft Windows Workstations</td>
<td>3</td>
</tr>
<tr>
<td>N325</td>
<td>Cisco Networking Fundamentals and Routing</td>
<td>3</td>
</tr>
<tr>
<td>N264</td>
<td>IP Telephony</td>
<td>3</td>
</tr>
<tr>
<td>N265</td>
<td>Quality of Service (QoS)</td>
<td>3</td>
</tr>
<tr>
<td>N290</td>
<td>Information Technology Capstone</td>
<td>2</td>
</tr>
</tbody>
</table>

### Total Degree Credits 90*

### Web Programming Specialization

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>N122</td>
<td>JavaScript</td>
<td>3</td>
</tr>
<tr>
<td>N122</td>
<td>Database Design &amp; SQL</td>
<td>3</td>
</tr>
<tr>
<td>N114</td>
<td>Fundamentals of Programming</td>
<td>3</td>
</tr>
<tr>
<td>W118</td>
<td>Introduction to HTML</td>
<td>3</td>
</tr>
<tr>
<td>W122</td>
<td>Introduction to Visual Basic 2005</td>
<td>3</td>
</tr>
<tr>
<td>W210</td>
<td>Java I</td>
<td>3</td>
</tr>
<tr>
<td>W215</td>
<td>PERL/CGI</td>
<td>3</td>
</tr>
<tr>
<td>W216</td>
<td>PHP/MySQL</td>
<td>3</td>
</tr>
<tr>
<td>W222</td>
<td>Visual Basic 2005 Advanced</td>
<td>3</td>
</tr>
<tr>
<td>W290</td>
<td>Web Programming Capstone</td>
<td>2</td>
</tr>
</tbody>
</table>

### Total Degree Credits 92*

This Degree Program is also offered online.

---

* Part-Time

** Online
Graduates of this program know basic theories of visual design, project management, and portfolio development. They understand business and can apply this understanding to multimedia projects. They can create multimedia projects involving traditional art techniques, video, and audio materials. Graduates value critical thinking, communication, and lifelong learning.

**MULTIMEDIA TECHNOLOGIES AAS DEGREE**

**Digital Design and Animation • Web Design**

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

**Career Opportunities** • 2D Graphic Design • Print & Digital Advertising • Video Game Art • Interactive Multimedia Specialist • Website Design and Creation

### Foundation Courses

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

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

### General Education Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English Composition</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Communication</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Humanities</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Math/Natural Sciences</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Social Sciences</td>
<td>4</td>
</tr>
</tbody>
</table>

**Math/Natural Sciences** (1 required course**, select 1 elective)

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

**Social Sciences** (Select 2 courses)

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

**Major and Core Courses**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B136</td>
<td>Introduction to Business</td>
<td>4</td>
</tr>
<tr>
<td>B218</td>
<td>E-Commerce</td>
<td>4</td>
</tr>
<tr>
<td>B220</td>
<td>Project Planning and Documentation</td>
<td>4</td>
</tr>
<tr>
<td>B271</td>
<td>Professional Communication</td>
<td>4</td>
</tr>
<tr>
<td>E150</td>
<td>Success Strategies</td>
<td>4</td>
</tr>
<tr>
<td>E242</td>
<td>Career Development</td>
<td>2</td>
</tr>
<tr>
<td>NM111</td>
<td>Introduction to Computer Graphics</td>
<td>3</td>
</tr>
<tr>
<td>NM113</td>
<td>Introduction to Multimedia and Computer Graphic Arts</td>
<td>3</td>
</tr>
<tr>
<td>NM121</td>
<td>Typography</td>
<td>3</td>
</tr>
<tr>
<td>NM122</td>
<td>Digital Publishing</td>
<td>3</td>
</tr>
<tr>
<td>NM124</td>
<td>Color Theory and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>NM130</td>
<td>Audio/Video Editing</td>
<td>3</td>
</tr>
<tr>
<td>NM141</td>
<td>Digital Media Production</td>
<td>3</td>
</tr>
<tr>
<td>NM252</td>
<td>Fundamentals of Web Authoring and Design</td>
<td>3</td>
</tr>
<tr>
<td>NM262</td>
<td>Digital Media Assembly</td>
<td>3</td>
</tr>
<tr>
<td>NM272</td>
<td>Multimedia Technologies</td>
<td>3</td>
</tr>
<tr>
<td>NM280</td>
<td>Multimedia Portfolio Development</td>
<td>2</td>
</tr>
</tbody>
</table>

**Digital Design and Animation Specialization**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NM110</td>
<td>Drawing Design and Art Theory</td>
<td>3</td>
</tr>
<tr>
<td>NM131</td>
<td>Introduction to 3D Arts and Animation</td>
<td>3</td>
</tr>
<tr>
<td>NM240</td>
<td>3-Dimensional Animation</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Degree Credits** 95*

**Web Design Specialization**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NM115</td>
<td>Networking and Internet Technologies</td>
<td>3</td>
</tr>
<tr>
<td>NM250</td>
<td>Dynamic Content Management</td>
<td>3</td>
</tr>
<tr>
<td>NM260</td>
<td>Server Side Scripting</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Degree Credits** 95*

This Degree Program is also offered online.

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

**BUSINESS MANAGEMENT AAS DEGREE**

**Internet Marketing • See School of Business on Page 15**
**Course Descriptions**

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

### Online-Only Courses

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

#### Credit Definition

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

One quarter credit is awarded for each:
- 10 clock hours of lecture
- 20 clock hours of laboratory
- 30 clock hours of internship/externship/practicum

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A151 Accounting I</td>
<td>40 hours, 4 credits</td>
<td>This course defines accounting objectives and their relation to business. The student will be taught the fundamental principles of accounting and will be trained in the bookkeeping function of properly recording transactions in journals and posting to ledgers. The trial balance, working papers, financial statements, and completing an accounting cycle are introduced.</td>
<td>Prerequisite: none</td>
</tr>
<tr>
<td>A152 Accounting II</td>
<td>40 hours, 4 credits</td>
<td>This course is a continuation of Accounting I with additional concern with financial statement analysis for partnerships and corporations. The course will emphasize valuing assets including: property plant equipment, inventory and accounts receivable and will address the classification of accounts, notes, payroll liabilities, and monthly adjustments.</td>
<td>Prerequisite: Accounting I</td>
</tr>
<tr>
<td>A153 Accounting III</td>
<td>40 hours, 4 credits</td>
<td>This course is a further continuation of Accounting II and will emphasize corporate accounting, corporate issuing and investing in debt and equity securities, financial and cash flow analysis, and decision-making. The course will include manufacturing accounting methods used for budgeting and forecasting.</td>
<td>Prerequisite: Accounting II</td>
</tr>
<tr>
<td>A177 Payroll Accounting</td>
<td>40 hours, 4 credits</td>
<td>Focus is on computing and paying of wages and salaries, social security taxes and benefits, federal and state employment insurance and taxes, and payroll accounting systems and records.</td>
<td>Prerequisite: Accounting I</td>
</tr>
<tr>
<td>A259 Income Tax</td>
<td>40 hours, 4 credits</td>
<td>Course is designed to provide knowledge of the major tax options and requirements in filing returns for the individual and small business.</td>
<td>Prerequisite: Accounting II</td>
</tr>
<tr>
<td>A272 Intermediate Accounting I</td>
<td>40 hours, 4 credits</td>
<td>This course covers a review of accounting procedures, and then expands to specialized treatment of financial statements, cash and temporary assets, receivables, inventories (general and estimating procedures), current liabilities, income tax procedures in accounting, and the acquisition, use, and retirement of long-term plant assets.</td>
<td>Prerequisite: Accounting III</td>
</tr>
<tr>
<td>A274 Intermediate Accounting II</td>
<td>40 hours, 4 credits</td>
<td>A continuation of Intermediate Accounting I, this course finishes coverage of valuation of assets and liabilities, and continues in stockholder's equity. Areas included are analysis and interpretation of financial statements. Miscellaneous topics included are accounting changes, error corrections, and post period adjustments.</td>
<td>Prerequisite: Intermediate Accounting I</td>
</tr>
<tr>
<td>A276 Financial Investigation</td>
<td>40 hours, 4 credits</td>
<td>This course will introduce students to the field of fraud examination and how fraud occurs and is detected within financial statements. This course will expand in areas of revenue, inventory, liabilities, assets, and inadequate disclosures related to financial statement investigations and fraud.</td>
<td>Prerequisite: Intermediate Accounting I</td>
</tr>
<tr>
<td>A280 Accounting Capstone*</td>
<td>20 hours, 2 credits</td>
<td>This course will be a synthesis of the accounting, business, and general education courses offered in the Accounting AAS 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, and inter-personal communication and class presentations.</td>
<td>Prerequisite: Offered last or second-to-last quarter for AAS Degree Students.</td>
</tr>
<tr>
<td>B006 English for Second Language Learners</td>
<td>40 hours, 4 credits</td>
<td>This is an intensive course in English for Second Language Learners (ESL). Students will explore grammar and punctuation usage, sentence and paragraph structure, and strategy. Problems and issues that non-native speakers of English have when learning the language will be reviewed.</td>
<td>Prerequisite: Placement determined by placement-test score and optional supplementary ESL test.</td>
</tr>
<tr>
<td>B007 Foundations of English I</td>
<td>40 hours, 4 credits</td>
<td>This course emphasizes grammar usage, basic punctuation, and sentence structure.</td>
<td>Prerequisite: Placement determined by placement test score.</td>
</tr>
<tr>
<td>B009 Foundations of English II</td>
<td>40 hours, 4 credits</td>
<td>This course emphasizes mastery of grammar and punctuation usage, paragraph structure, and strategy.</td>
<td>Prerequisite: Placement determined by placement test score.</td>
</tr>
</tbody>
</table>

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

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**B119 Customer Service**

40 hours, 4 credits

This course covers the basic concepts of essential communication skills needed in business to interact/work effectively with individuals and/or groups. Special areas of emphasis include solving problems, developing a customer service strategy, coping with challenging customers, increasing customer retention and surveying customer satisfaction.

Prerequisite: none

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**B136 Introduction to Business**

40 hours, 4 credits

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

Prerequisite: none

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**B140 Sales Techniques**

40 hours, 4 credits

An introductory course in sales emphasizing the principles and practices of a professional salesperson. Course focus is on the information, skills, and activities necessary for success in today's marketplace.

Prerequisite: none

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**B165 Introduction to Human Resource Management**

40 hours, 4 credits

This course is an introduction to the management and leadership of an organization's human 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, labor laws, discipline, and employment guide lines.

Prerequisite: none

---

**B218 E-Commerce**

40 hours, 4 credits

This course is designed to introduce students to new models for the practice of business as it is affected by new technologies. From ethical issues related to customer privacy to the problems related to timely contract fulfillment, this course engages the student in analysing the potentials and problem the Internet offers. Topics covered include a survey of strategies and organizational models for new and existing businesses on the Internet, the impact of e-commerce on customer relations (advertising, marketing, customer service), using information technologies for accounting, managing inventories and security, and designing strategies for keeping current with changes in the practice of e-business.

Prerequisite: none

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**B220 Project Planning and Documentation**

40 hours, 4 credits

This course encompasses timelines, deadlines, team-building, communication issues and problem solving. The course is set with pre-defined scenarios to assist with the definition of project roles and phases. The students work through related issues and produce a resolution in a well written format.

Prerequisites: Intended for student's last quarter.
## Course Descriptions

### 8223 Internet Consumer Behavior*  
40 hours, 4 credits  
This course is designed in three basic sections which provide students a full understanding of the way consumers shop and how products are best marketed. Section one explores the consumer motives for buying specific to personality traits, demographics and psychographics. Section two covers marketing tactics for the savvy non-persuasive consumer and the final section covers managerial and group decision making. This course assists students to understand and apply the concepts of consumer behavior to real companies and marketing situations through the use of current case-studies, visuals and scientific research on consumer behavior.  
Prerequisite: E-Commerce

### 8224 Marketing Ethics*  
40 hours, 4 credits  
Using current case-studies, this course is designed to provide students the opportunity to discuss and debate the difference between ethical and unethical business conduct. Students will then use this information to understand how today’s ideals and principles are applied to the practice of ethical reasoning, marketing decision making and accurate reporting with the purpose of understanding guidelines designed to protect and inform today’s consumers.  
Prerequisite: E-Commerce

### 8228 Search Engine Marketing*  
40 hours, 4 credits  
This course combines a unique mix of business, writing, and technical skills as students develop an understanding of the basics of search marketing, a search marketing program, and the steps involved in the execution and tracking of success. This course will assist students in understanding the complexities and similarities of online marketing vehicles, paid marketing, organic marketing, and how to purchase online media for the purpose of creating a quality marketing mix.  
Prerequisite: E-Commerce

### 8229 Target Audience Messaging*  
40 hours, 4 credits  
This course explores the necessity of using DDM (data driven marketing) to decide between your best market, marginal market and those who are not your market. This course begins with the concept of “Allowable Cost Per Order” (ACPO) This course will provide students an understanding of the critical economic factors which determine market success and how to use them as a competitive advantage.  
Prerequisite: E-Commerce

### 8230 Principles of Finance  
40 hours, 4 credits  
This course is a study of financial institutions, investment techniques, and financial management. Students will examine acquisition of funds, cash flow, financial analysis, capital budgeting, working capital requirements, and capital structure.  
Prerequisite: Accounting I

### 8231 Web Media Marketing*  
40 hours, 4 credits  
This course explores emerging and innovative business and marketing technologies and techniques such as weblogs and podcasting. In addition to investigating the communication tools, this course will also address creating and evaluating proposals, media purchasing and online public relations.  
Prerequisite: E-Commerce

### 8232 Principles of Marketing  
40 hours, 4 credits  
This course serves as an introduction to the marketing concept, integrating seven key marketing perspectives. Topics include consumer buying behavior, business-to-business marketing and organizational buying behavior, market research techniques, fundamental pricing concepts, marketing channels and logistics, integrated marketing communication (IMC), and marketing’s role in electronic commerce.  
Prerequisite: none

### 8233 Principles of Management  
40 hours, 4 credits  
A study of the aspects of the practice of management necessary for the development of managerial skills and insight.  
Prerequisite: none

### 8234 Business Law  
40 hours, 4 credits  
This course presents fundamental principles of law applicable to business transactions. The course relates areas of legal environment of business and sales contracts. Principles of law that apply to government, regulations, contracts, paper, property, bailments, agency and business organizations are addressed.  
Prerequisite: none

### 8242 Multicultural Communications for Business*  
40 hours, 4 credits  
This course provides an introduction to the challenges a diverse workforce presents in today’s global economy. Specific areas of study will include coping with diverse communication styles, allowing for divergent approaches to task completion, mitigating different attitudes toward conflict, and resolution management and protocols for ensuring multicultural collaboration.  
Prerequisite: none

### 8249 Risk Management and Insurance*  
40 hours, 4 credits  
A survey of the general principles of risk management and insurance and their role in business. Topics include the relationship of risk transfer, avoidance, and retention to risk management and loss control methods as used for decision making in human resources and finance. Emphasis is placed on the risk management process which includes the identification of risks, evaluation of risks, and selection of an appropriate management response, implementation, and review.  
Prerequisite: Introduction to Human Resource Management

### 8250 Training and Development*  
40 hours, 4 credits  
This course is a study of training and development fundamentals including how training relates to Human Resource Management and Human Resource Development, how internal and external factors influence employee behavior, and the role of adult learning in training. Students will examine how training needs are determined, best practices in developing and implementing training programs, and how to evaluate training efforts.  
Prerequisite: Introduction to Human Resource Management

### 8263 Principles of Advertising  
40 hours, 4 credits  
Theory, principles and functions of advertising, its role and its social and economic structure. Newspapers, magazines, radio and television area reviewed as advertising media  
Prerequisite: Principles of Marketing

### 8265 Employment Law*  
40 hours, 4 credits  
Students will develop an understanding of selected legal issues involved in human resource management. Legal issues to be addressed include: labor relations, employee rights, sexual harassment, diversity, and compensation and benefits law. The primary orientation of the course will be to enable learners to recognize the spirit and purpose of the legal framework of enterprise so that learners can embrace compatible strategies and avoid cutting corners in the short-run, which can ultimately result in major disasters.  
Prerequisite: Introduction to Human Resource Management

### 8268 Compensation and Benefits Management*  
40 hours, 4 credits  
This course content addresses the trends and evolution of compensation and benefits at both the strategic and operational dimensions. Evaluation of costs associated with various approaches to compensation and benefits is explored. This course will help students understand the role that an integrated total compensation program can play in contributing to organizational success. You will learn about effective compensation strategies and how various emerging issues impact program design.  
Prerequisite: Introduction to Human Resource Management

### 8270 Introduction to Global Business*  
40 hours, 4 credits  
This course will explore the importance of developing varied techniques for managing all aspects of a global business venture. Through real-life case studies, students will investigate the interconnectivity in global business specific to languages, attitudes, religious beliefs, traditions, work ethic, political & legal systems, governmental regulation, fiscal and monetary policies, infrastructure, and market potentials.  
Prerequisite: none

### 8271 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 Foundations of English II or placement determined by STEP assessment score.

### 8272 Call Center Strategic Leadership*  
40 hours, 4 credits  
This course will focus on leadership strategies specifically to assembling and preparing a strong team, defining quality assurance methodologies, determining appropriate performance metrics, executing motivation and retention strategies and understanding legal and personnel issues in correlation with strategic leadership as seen through project, financial and risk management.  
Prerequisite: none

### 8275 Call Center Customer Service Representative Skills*  
40 hours, 4 credits  
Considering the success of any call center rests in the hands of its Customer Service Representatives, it is critical that training, continual skills assessment and professional development opportunities are incorporated into the business cycle. This course will define the requisite skills for exemplar reps as well as develop different assessment tools and skill building techniques. Further, this course will also examine Customer Relationship Management (CRM) principles specific to call routing applications.  
Prerequisite: none

### 8276 Call Center Labor Force Management*  
40 hours, 4 credits  
This course provides an introduction to determining the staffing requirements which balance customer requests and satisfaction and while meeting budget margins critical to the overall success of the business. As such, this course will focus on the forecasting of labor force needs, staffing requests, understanding of daily service management requirements, and the benefits and barriers to the incorporation of automated software tools to assist in this process.  
Prerequisite: none

### 8280 Business Capstone*  
20 hours, 2 credits  
This course is designed to allow students to integrate the knowledge and skills gained in the Business Management Associate Degree program. Through case analysis, class discussion, and supervised field experience, students will synthesize and demonstrate their understanding of core business concepts via completion of a Capstone project.  
Prerequisite: Students must be enrolled in the Business Associate’s Degree program and in their last or second-to-last quarter.

### 8293 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

### D111 Computer Information Systems  
40 hours, 4 credits  
This course is an introductory course designed to teach students fundamental computer concepts as well as serve as an introduction to the Microsoft Office suite. The focus of this course will include Word, Excel, PowerPoint and Access. This course will briefly cover email, Internet and Windows file management, as the course prepares students for a computerized work place.  
Prerequisite: none

* Courses with an asterisk are generally offered only as online classes.
Course Descriptions

D181 Excel 40 hours, 3 credits
This course is designed to introduce 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 PivotTable. This course is designed to help prepare students for the Excel portion of the Microsoft Office Specialist certification exam.
Prerequisite: Computer Information Systems

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

D279 Computer Focused Principles 40 hours, 3 credits
This course is designed to teach students to accomplish common accounting functions through the use of the computer. Students will learn to maintain accounting records on a computer, input and process information and produce standard accounting reports. This course covers common accounting functions such as maintaining accounts receivable, accounts payable and general ledgers.
Prerequisite: Accounting I

D283 Access 40 hours credits
This course is designed to investigate the advanced applications and concepts available in Microsoft Office Access. Students will be introduced to database management features ranging from the creation and classification of databases to maintaining data integrity. This course is designed to help prepare students for the Access portion of the Microsoft Office Specialist certification exam.
Prerequisite: Computer Information Systems

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

E242 Career Development 20 hours, 2 credits
The course is designed to study the personal and professional characteristics necessary for obtaining and maintaining suitable employment. The student will assemble a complete job-seeking portfolio including his/her resume and references, letters of application, and interviewing techniques, development 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.
Prerequisite: none

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

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

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

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

G122 World Geography 40 hours, 4 credits
This course provides an introduction to the nature of geographic inquiry; the where and why of people's locations and activities. The interactions of physical, political, economic, and social systems are studied. These themes are illustrated by various examples from regions, areas, and countries of the world.
Prerequisite: none

G123 Principles of Economics 40 hours, 4 credits
This course offers a broad overview of economic theory, history, and development. Philosophes, policies, and terms of market economies will be explored. This course introduces microeconomic and macroeconomic concepts.
Prerequisite: none

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

G125 Humanities 40 hours, 4 credits
This course investigates human creative achievement. It is designed to increase the student's understanding and appreciation of cultural literacy and the pursuit of humanistian goals. Representative disciplines may include art, music, literature, architecture, drama, and philosophy.
Prerequisite: none

G137 Introduction to Psychology 40 hours, 4 credits
This course will introduce students to the scientific study of human behavior. Course topics will include the following: heredity and environment, development of the individual, motivation, emotion, perception, personality and abnormal behavior.
Prerequisite: none

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

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

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

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

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

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

G230 Introduction to Literature 40 hours, 4 credits
This course offers an introduction to the most common literary genres: Fiction, poetry, drama, and non-fiction. Students will study the basic elements of each genre, learn how to compare genres, become familiar with sample texts that illustrate the characteristics of each, and practice the skills of analyzing and writing about literary texts.
Prerequisite: none

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

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

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

* Courses with an asterisk are generally offered only as online classes.
**Course Descriptions**

G245 Introduction to Geology 40 hours, 4 credits
This course provides an introductory look at the physical processes that shape the earth. Topics include the origin, structure, and systems of the earth, minerals, rock formation, plate tectonics, and volcanic and earthquakes. Geologic time, global defense, and human-environment interaction will also be explored. Students will complete a research paper on a contemporary topic in geology.

Prerequisite: none

J100 Introduction to Criminal Justice 40 hours, 4 credits
An introductory course designed to familiarize students with the facets of the criminal justice system, the sub-systems, and how they interrelate. Students are introduced to various legal concepts especially the structure and operation of America's court systems.

Prerequisite: none

J102 Criminology 40 hours, 4 credits
This course examines the social and behavioral issues involved in the study of crime as a social phenomenon. Included is an explanation of what crime is, what causes crime, and the various techniques for measuring the amounts and characteristics of crime and criminals.

Prerequisite: Introduction to Criminal Justice

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

Prerequisite: Introduction to Criminal Justice (or co-requisite)

J116 Case Management* 40 hours, 4 credits
Students will learn how to manage caseloads of clients, document casework, and use strategies for client's rehabilitation. They will learn how to write effective court reports, case entries, recommendations and violation summaries. Students will explore client interview skills and motivation techniques. Examination of special populations of diverse clients, such as substance abusers and the mentally ill are reviewed.

Prerequisite: Criminology

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

Prerequisite: Introduction to Criminal Justice (or co-requisite)

J122 Crime Scene to Conviction: Critical Skills in Documentation* 40 hours, 4 credits
Students will master the skills of both oral and written communication. They will examine grammar and the mechanics of writing. They will also explore special communication issues, such as communicating with crime victims. They will develop skills for proper report writing, including such documents as search warrants, police reports, and case documents. Students will evaluate the impact of proper report writing, communication, and documentation on the outcome of legal proceedings, and review the importance of effectively translating written work into courtroom testimony.

Prerequisite: Introduction to Criminal Justice

J125 Criminal Law and Procedures 40 hours, 4 credits
This course provides an examination of substantive and procedural criminal law. Students are introduced to the Federal and State courts systems. The concepts of evidence sufficiency, standards of proof, and due process are covered. Tort and civil law cases are discussed and war crimes and terrorism are examined.

Prerequisite: Introduction to Criminal Justice, J130 Introduction to Homeland Security*

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

Prerequisite: Introduction to Criminal Justice

J160 Introduction to Forensic Science* 40 hours, 4 credits
A course designed to familiarize students with the application of science to criminal and civil laws. Students are introduced to the five basic services that a crime laboratory supports; examine the analysis of evidence and the collection and preservation of all types of evidence.

Prerequisite: Introduction to Criminal Justice

J200 Domestic Violence 40 hours, 4 credits
This course examines violence in the family; social and legal relations within families; theories and solutions on family violence; survivors and the consequences of victimization; and legal responses to the role of the police; when law enforcement responds; recognizing child abuse; recognizing elder abuse; associated crimes and stalking and domestic violence.

Prerequisite: Introduction to Criminal Justice

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

Prerequisite: Introduction to Criminal Justice

J211 Counseling Clients* 40 hours, 4 credits
Students will examine the process and effects of counseling. Assessment tools, methods of evaluation, and case plans are explored. They will consider a variety of counseling settings, including hospitals, jails, group homes, in-patient and outpatient treatment centers, and halfway houses, as places of rehabilitation and counseling. Students will explore diverse clients including juveniles and adults, men and women, and people from various cultures.

Prerequisite: Criminology

J212 Legal Principles in Corrections* 40 hours, 4 credits
Students will examine constitutional amendments regarding corrections and management in various settings. They will explore concepts of offenders’ rights, officer professionalism, best practices, and proper officer coping methods. They will review the short- and long-term physiological and psychological effects of stress, and occupational experiences unique to the profession.

Prerequisite: Introduction to Criminal Justice, Introduction to Psychology

J226 Legal Code for Law Enforcement* 40 hours, 4 credits
Students will examine how principles of psychology relate to law-enforcement work. They will explore fundamental concepts from a policing perspective, focusing on the real-world effects these principles produce on peace officers, their families, and the citizens they serve. Students will apply ideas from psychology to create effective victim- and witness-interviewing strategies, offender behavior-modification approaches, and officer coping methods. They will review the short- and long-term physiological and psychological effects of stress, and occupational experiences unique to the profession.

Prerequisite: Introduction to Criminal Justice, Introduction to Psychology

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

Prerequisite: Introduction to Criminal Justice

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

Prerequisite: Introduction to Criminal Justice

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

Prerequisite: Introduction to Criminal Justice

J255 Ethics in Criminal Justice 40 hours, 4 credits
This course provides a strong theoretical foundation for solving ethical dilemmas. Students will gain a realistic picture not only of what ethical questions are in criminal justice, but also of how sound moral decisions are made in response to them.

Prerequisite: Introduction to Criminal Justice

J260 Introduction to Investigations* 40 hours, 4 credits
Students will become familiar with the fundamentals of criminal investigation, including the process and responsibilities of investigations. They will examine property and person-to-person crimes, with a special focus on writing skills and the management of an investigation.

Prerequisite: Criminal Law and Procedures

J261 Crime Scene Analysis* 40 hours, 4 credits
Students will learn the process and function of securing and working a crime scene. They will become familiar with different types of evidence, including trace, biological, and impression evidence. They will examine the proper collection and documentation of evidence from a crime scene.

Prerequisite: Introduction to Forensic Science

J280 Contemporary Issues in Criminal Justice Capstone* 40 hours, 4 credits
The capstone class examines the future of the criminal justice system. The current cutting edge technologies in different fields within the criminal justice system is discussed along with insights from accomplished scholars of what the future holds. Methods and philosophies that will govern the criminal justice field in the near future are introduced along with discussions of the ethical, legal, societal, and political ramifications expected. This course includes ten hours of field experience.

Prerequisite: Introduction to Criminal Justice. Students must be enrolled in the Criminal Justice program and in their last or second to last quarter.

M120 Medical Terminology* 40 hours, 4 credits
This is a basic medical vocabulary-building course. An emphasis will be placed on the most common medical terms based on prefixes and suffixes, Latin and Greek origins, and anatomic roots denoting body structures. All body systems will be covered with a focus on word parts, terms built from word parts, abbreviations, and basic disease and surgical terms. Students will be expected to focus on spelling and pronunciation.

Prerequisite: none

* Courses with an asterisk are generally offered only as online classes.
M140 Basic ICD-9-CM Coding
40 hours, 4 credits
This course provides an in-depth study of the International Classification of Diseases (ICD-9-CM) using sample exercises and medical records to develop skill and accuracy in coding in various health care settings. Students will apply ICD-9-CM coding guidelines appropriate to the coding situation and will cover coding of all body systems.
Prerequisite: Medical Terminology, Pathology I (prequisite or concurrent prerequisite)

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

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

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

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

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

M207 Medical Transcription III*
40 hours, 3 credits
A continuation of Medical Transcription II, this course will build transcription skill while introducing students to additional medical formats and specialties, including cardiology, gastrointestinal, orthopedics, general pathology, and selected specialty options. The course includes transcription from CD of health care professionals who are non-native speakers of English and operating reports.
Prerequisite: Medical Transcription II

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

M209 Medical Insurance and Billing
40 hours, 3 credits
An introduction to common third party payors, insurance terminology, and medical billing including claim forms preparation and processing, electronic claim submission, and a review of introductory medical coding.
Prerequisite: Medical Terminology

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

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

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

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

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

M230 Medical Law and Ethics
40 hours, 4 credits
A study of the United States legal system and court process with emphasis on legal and ethical issues within the health care environment. Fraud and abuse, patient privacy and confidentiality, and professional practice law and ethics will be covered. The course will include a project that is specific to the student’s program of study.
Prerequisite: none

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

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

M280 Medical Transcription Capstone*
50 hours, 3 credits
A supervised experience in medical transcription work settings, simulated lab, and student assignments and presentations that demonstrate competency and understanding of the medical transcription field. Students will have the knowledge to integrate deep tissue massage into their practice as a massage therapist. An emphasis will be upon developing communication and documentation skills for insurance billing.
Prerequisites: Introduction to Massage Therapy, Kinesiology

MT120 Techniques for Special Clients
40 hours, 3 credits
This course is designed to accommodate and expand on the techniques learned from Swedish massage. An emphasis will be on other methods of addressing soft tissue dysfunction. Students will have the knowledge to incorporate deep tissue massage into their practice as a massage therapist. An emphasis will be upon developing communication and documentation skills for insurance billing.
Prerequisites: Introduction to Massage Therapy, Kinesiology

MT140 Pathology for Massage Therapy
40 hours, 4 credits
This course is intended as a general one-quarter overview of pathology for Massage Therapy and allied health students, will cover the most basic concepts and terminology of health and disease. Students will acquire the knowledge of different disorders. Focus is on the structure, nature, causes, diagnostic procedures, and treatment of the most common diseases of selected human body systems.
Prerequisite: none

MT125 Sports Massage
40 hours, 3 credits
This course provides students with the knowledge of how to apply pre-event, immediate, post-event, and restorative massage. Students will have the knowledge of various injuries and the physiological effects that the body endures in athletic events. Students will have an understanding of different stretching applications and techniques.
Prerequisites: Introduction to Massage Therapy, Kinesiology

MT142 Human Anatomy and Physiology II
80 hours, 5 credits
This course continues the study of the human anatomy and physiology begun in Human Anatomy and Physiology I. The circulatory, lymphatic and immune, respiratory, integumentary, and nervous systems are studied as well as fluid and electrolyte balance, acid-base balance, and nutrition and metabolism. Laboratory exercises, coordinated with course content, will include microscopic observation, experimentation, study of anatomical models, and dissection activities.
Prerequisite: Human Anatomy and Physiology I

MT101 Introduction to Massage Therapy
40 hours, 3 credits
This course introduces basic massage therapy skills and knowledge necessary to becoming a massage therapist. Students will acquire the knowledge to develop a self care strategy by identifying body awareness and movement habits.
Prerequisite: none

MT105 Deep Tissue Massage
40 hours, 3 credits
This course is designed to accommodate and expand on the techniques learned from Swedish massage. An emphasis will be on other methods of addressing soft tissue dysfunction. Students will have the knowledge to incorporate deep tissue massage into their practice as a massage therapist. An emphasis will be upon developing communication and documentation skills for insurance billing.
Prerequisites: Introduction to Massage Therapy, Kinesiology

MT120 Techniques for Special Clients
40 hours, 3 credits
This is a basic course focusing on clients who have individualized needs. The emphasis in this course is on pregnancy, infant, pediatric, and geriatric massage. Students will also gain an understanding of how to incorporate a massage environment that best serves individuals that have a physical and/or developmental challenge.
Prerequisites: Introduction to Massage Therapy, Kinesiology

MT140 Pathology for Massage Therapy
40 hours, 4 credits
This course, which is intended as a general one-quarter overview of pathology for Massage Therapy and allied health students, will cover the most basic concepts and terminology of health and disease. Students will acquire the knowledge of different disorders. Focus is on the structure, nature, causes, diagnostic procedures, and treatment of the most common diseases of selected human body systems.
Prerequisite: none

MT125 Sports Massage
40 hours, 3 credits
This course provides students with the knowledge of how to apply pre-event, immediate, post-event, and restorative massage. Students will have the knowledge of various injuries and the physiological effects that the body endures in athletic events. Students will have an understanding of different stretching applications and techniques.
Prerequisites: Introduction to Massage Therapy, Kinesiology

MT142 Human Anatomy
80 hours, 5 credits
This course continues the study of the human anatomy and physiology begun in Human Anatomy and Physiology I. The circulatory, lymphatic and immune, respiratory, integumentary, and nervous systems are studied as well as fluid and electrolyte balance, acid-base balance, and nutrition and metabolism. Laboratory exercises, coordinated with course content, will include microscopic observation, experimentation, study of anatomical models, and dissection activities.
Prerequisite: Human Anatomy and Physiology I
MT220 Myofascial Release
40 hours, 3 credits
The purpose of this course is to provide knowledge of Myofascial release. The student is introduced to working on fascia in the body. An emphasis will be on the emotional releases from the client and how to handle these situations in a sensitive manner.
Prerequisites: Introduction to Massage Therapy, Pathology for Massage Therapy, Human Anatomy and Physiology I, Kinesiology I

MT225 Alternative Modalities
40 hours, 3 credits
This course introduces the basic knowledge of Shiatsu, Reflexology, and Aromatherapy. Students will have an understanding of the five element theory, meridians and chakras. The students will be able to incorporate principles of reflexology and aromatherapy into a massage session.
Prerequisites: Introduction to Massage Therapy, Kinesiology I

MT230 Trigger Point Therapy
40 hours, 3 credits
This course is an introduction to Trigger Point Therapy. Students will have the facts of scientific data of a Trigger Point. Students will have the knowledge of the physiological symptoms of a Trigger Point. An emphasis will be on the significance of musculoskeletal disorders and how to manage these with Trigger Point Therapy.
Prerequisite: Deep Tissue Massage

MT237 Clinic I
40 hours, 2 credits
In this course the student will perform a minimum of 15 full body massage treatments. A Supervisor is present to evaluate and guide the student’s performance. Students are evaluated on hands-on skills and SOAP Charting.
Prerequisites: Human Anatomy and Physiology I, Kinesiology I, Deep Tissue Massage

MT238 Clinic II
80 hours, 4 credits
In this course the student will perform a minimum of thirty full body massage treatments. A Supervisor is present to evaluate and guide the student’s performance. Students are evaluated on hands-on skills and SOAP Charting.
Prerequisite: Clinic I. This course is recommended for a student’s last quarter.

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

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

MT250 Business and Wellness
40 hours, 3 credits
This course introduces the student to recognize an emergency and how to respond to specific injuries. The student will acquire First Aid and Cardiopulmonary Resuscitation (CPR) certification through the American Red Cross. A general introduction of nutrition and wellness with an emphasis on health promotion will be taught. Students will have the knowledge to take the National Certification Exam from the National Certification Board for Therapeutic Massage and Bodywork (NCTMB). Prerequisites: Deep Tissue Massage, Sports Massage. This class is recommended for the last quarter.

N112 PC Hardware and Software I (A+) 40 hours, 3 credits
In this course the students are introduced to the installation, configuration, maintenance, and troubleshooting of personal computer hardware and software. Students will learn to support the hardware. The topics covered include; the relationship between computer hardware and software, installation, support, and troubleshooting of system boards, memory, hard drives, multimedia, and input/output devices. Once the student acquires the material in this course the instructor will assign direct hands on projects to be performed in a lab setting. Each student will assemble a computer using preassigned parts and materials.
Prerequisite: none

N113 PC Hardware and Software II (A+) 40 hours, 3 credits
This course is a continuation of PC Hardware and Software I. The topics covered include: review of previously covered topics, telecommunications and networking, the Internet, and printing. Additional topics in this course are virus protection, disaster recovery and maintenance planning. Finally, the student will learn about the conduct and responsibilities of being a professional PC technician. To reinforce the materials in this course the instructor will assign direct hands on projects to be performed in a lab setting. Further, this course in addition to the first course helps prepare students to take the A+ certification Core and DOS/Windows Exams.
Prerequisite: PC Hardware and Software I (A+)

N127 Microsoft Windows Workstations
40 hours, 3 credits
This course provides students with the knowledge and skills necessary to install and configure a Windows Workstation. The course gives the student the ability to provide technical support to a Windows Workstation. This course uses a combination of lectures, demonstrations, discussions, online assignments, and hands-on labs to reinforce the course material. Further, the course helps prepare students to take the Microsoft Professional Certification exam.
Prerequisite: none

N133 Networking Fundamentals
40 hours, 3 credits
This course has been designed to teach the foundation of networking. The course covers Local Area Networks and Wide Area Networks on how communications is accomplished in those environments. Students will learn the different protocols used in networking. The course will cover the designing networks both cabled and wireless. Students will learn basic troubleshooting of a network and how to maintain it. To reinforce the material in this course the instructor will assign direct hands on projects to be performed in a lab setting.
Prerequisite: Microsoft Windows Workstations or adviser/faculty approval

N141 Networking Security Fundamentals
40 hours, 3 credits
This course introduces students to general security concepts including authentication methods, cryptography basics, and common network attacks and how to safeguard against them. Students will learn to create secure communications for remote access, e-mail, the Web, directory and file transfer, and wireless data. They will understand the concepts of physical security and disaster recovery. This course uses a combination of lectures, demonstrations, discussions, online assignments, and hands-on labs to reinforce the course material.
Prerequisite: Networking Fundamentals

N164 Voice Over IP Fundamentals
40 hours, 3 credits
This course is designed for introduction of the Voice over Internet Protocol communication. The student will learn to install, configure, maintain, administration, and use programming features of VoIP systems. They will discover the significant that is done with VoIP and learn about the configuration issues when switching over a system to VoIP.
Prerequisite: Networking Fundamentals

N208 Linux Administration*
40 hours, 3 credits
This course is designed for introduction of the Linux operating system. The student will learn to install, configure, maintain, administration, and use programming features of Linux operating system. Students will learn how download and install source application from the Internet, running Windows emulators and the role of Linux in the enterprise network environment. This course uses a combination of reading, lecture, Internet based research, and lab work to reinforce the course materials.
Prerequisite: Microsoft Windows Workstations

N226 Windows Active Directory*
40 hours, 3 credits
This course will teach the concepts of utilizing Microsoft Windows Active Directory. Students will learn to install, configure, utilize, maintain and troubleshoot Windows Active Directory. To reinforce the material in this course the instructor will assign direct hands on projects to be performed in a lab setting. Further this course helps prepare students to take the Microsoft Certification Exam #70-294.
Prerequisite: Microsoft Windows Server

N228 Microsoft Windows Server
40 hours, 3 credits
This course provides students with the knowledge and skills necessary to install and configure Windows server and perform post-installation and day-to-day administrative tasks. The course gives the student the background needed to provide technical support for Windows Servers. This course uses a combination of lectures, demonstrations, discussions, online assignments, and hands-on labs to reinforce the material covered. Further, the course helps prepare students to take the Microsoft Professional Certification exam.
Prerequisite: Microsoft Windows Workstations

N234 Microsoft Exchange Server
40 hours, 3 credits
In this course student will learn a wide range of information about Exchange Server, from installation, configuration, administration, troubleshooting, and maintenance introduction and hands on of concepts, such as client configuration. In addition to explaining concepts, the course uses a multitude of real world examples of networking and messaging issues. This course uses a combination of reading, lecture, and lab work to reinforce student learning. Further this course helps prepare students to take Microsoft’s MCSA Exam #70-284.
Prerequisite: Microsoft Windows Server

N235 Cisco Networking Fundamentals and Routing
40 hours, 3 credits
In this course students will learn the skills necessary to deploy a new Cisco network or manage an existing network. The course provides a wide range of information, starting with a review of the basic building blocks of networks through advanced Cisco networking topics such as access control lists (ACL), routers, and virtual LANs. The lab assignments included in the course give students adequate hands-on experience with Cisco equipment, allowing them to gain confidence in working with live networks. This course uses a combination of reading, lectures, and lab work to reinforce student learning. Further this course helps prepare students to take Cisco CCNA Exam.
Prerequisite: Networking Fundamentals

N251 Introduction to Computer Forensics
40 hours, 3 credits
This course provides students with a comprehensive understanding of computer forensics and investigation tools and techniques. They learn the basic principles of computer forensics and investigation is as a profession and gain an understanding of the overall investigative process. All major personal computer operating system architectures and disk structures are discussed. The student learns how to set up an investigator’s office and laboratory, what computer forensic hardware and software tools are available, the importance of digital evidence controls and how to process crime and incident scenes. Finally, they learn the details of data acquisition, computer forensic analysis, e-mail investigations, image file recovery, investigative report writing, and expert witness requirements. The course provides a range of laboratory and hands-on assignments that teach you about theory as well as the practical application of computer forensic investigation.
Prerequisite: Microsoft Windows Server

N252 Networking Security Advanced
40 hours, 3 credits
This course takes an in depth look at network defense concepts and techniques. Students will examine the tools, techniques and technologies used in the securing of information assets. This course is designed to provide the student with in-depth information on the software and hardware components of Information Security and Assurance. Topics covered include: intrusion detection, virtual private networks (VPN), and incident response strategies and planning. Further, this course helps students prepare to take the Security Certified Professional (SCP) Exam #500-141, and the Countermeasures exam, SC0-402. Prerequisite: Cisco Networking Fundamentals and Routing

* Courses with an asterisk are generally offered only as online classes.
N253 Managing Information Security 30 hours, 3 credits

Information security is not only an IT, but a management issue. Therefore, this course introduces students to a detailed examination of the systems-wide perspective of information security. They begin with the strategic planning process for security, which includes an examination of the policies, procedures and staffing functions necessary to organize and administrate ongoing security functions in an organization. Course subjects include security practices, security architecture and models, continuity planning and disaster recovery planning. This course is one step in helping students prepare to take the CISSP certification exam.

Prerequisite: Networking Security Advanced

N264 IP Telephony 40 hours, 3 credits

This course will serve as the foundation for learning Cisco Call Manager Express and Cisco Unity Express in different network configurations and environments. In this first of a two course sequence students will learn how to install and initially configure these two products in typical network environments. Students will also learn about the various phone options and features currently available to organizations implementing IP Telephony.

Prerequisite: Voice Over IP Fundamentals

N265 Quality of Service (QoS) 40 hours, 3 credits

This course will look at how Quality of Service can affect not only IP-based applications running on a network but also normal network performance. Various tools and procedures are introduced in this course for dealing with congestion, traffic policing and shaping, and utilizing drop policies where appropriate. In addition, there will be attention paid to the topic of QoS on the LAN, and why it is an important topic to consider and review for overall network performance.

Prerequisite: IP Telephony

N270 Oracle Database Administration 40 hours, 3 credits

The goal of this course is to prepare individuals to work with and administer Oracle databases. Students will learn the various tools available to set up the database, query, configure performance monitoring, and enhance security for the Oracle database. The course will emphasize the skills needed for day-to-day maintenance of the database.

Prerequisite: Database Design and SQL

N271 SQL Server 2005 Administration 40 hours, 3 credits

The goal of this course is to prepare individuals to work with and administer SQL Server 2005. Students will learn how to install and maintain SQL Server 2005 and also how to use various tools helpful in creating backups, promoting security, and to enhance availability and performance of the database.

Prerequisite: Database Design and SQL

N272 SQL Server 2005 Development 40 hours, 3 credits

This course seeks to prepare the students for programming in the SQL Server 2005 environment. Students will learn how to manipulate and work with database objects through T-SQL, to create and alter tables as needed. In addition, students taking this class will learn to modify queries, work with constraints, and deal with normalization issues as they learn to program in this environment.

Prerequisite: SQL Server 2005 Administration

N273 Business Intelligence Reporting 40 hours, 3 credits

The goal of this course is to allow students to understand what business intelligence is and how it affects the success or failure of organizations. In particular, this course will focus on business intelligence using Crystal Reports as the basis for deriving this information.

Prerequisite: SQL Server 2005 Administration

N290 Information Technology Capstone* 20 hours, 2 credits

This course summarizes key learning throughout the student's program. Students apply what they've learned by solving a real-world programming problem. This problem-solving exercise encompasses timelines, deadlines, team-building, and communication issues.

Prerequisite: This course is intended to be completed in the student's last quarter.

NM110 Drawing Design and Art Theory 40 hours, 3 credits

This course introduces the fundamentals of drawing through five elements of art (line, space, value, form and texture). A series of exercises and assignments focuses on various applications involving form, lighting, perspective, figure drawing and historical studies.

Prerequisite: none

NM111 Introduction to Computer Graphics 40 hours, 3 credits

This course gives students an overview of desktop publishing and other graphic software that enables them to use the computer as a graphic design tool. Additional topics include file management, the Internet, basic keyboarding, and basic troubleshooting.

Prerequisite: none

NM113 Introduction to Multimedia and Computer Graphics Arts 40 hours, 3 credits

This course is designed to provide the student an overview and exposure to the basic multimedia concepts and software. Students examine introductory theory and concepts of four tracks in multimedia: Web, Interactive, Video, and 3D. Preproduction of all multimedia elements are stressed throughout the class with an emphasis on trouble shooting and problem solving.

Prerequisite: Introduction to Computer Graphics

NM115 Networking and Internet Technologies 40 hours, 3 credits

The goal of this course is to provide an introduction to networking and Internet technologies. This course covers a wide range of material about the Internet, from using the Internet to demonstrating how the Internet works, using different Internet protocols, programming on the Internet, the Internet infrastructures, security, and e-commerce. It not only introduces a variety of concepts, but also discusses in-depth the most significant aspects of Internet, such as the OSI model of networking. In addition to explaining concepts, the course uses a multitude of real world examples of networking issues from a professional's standpoint, making it a practical preparation for the real world.

Prerequisite: Introduction to Computer Graphics

NM121 Typography 40 hours, 3 credits

This course focuses on the fundamentals of typographic design and introduces the students to aspects of type for display and text design. Students become familiar with the categories of type and a variety of font families. They also become proficient at choosing fonts to match a specific message.

Prerequisite: Introduction to Computer Graphics

NM122 Digital Publishing 40 hours, 3 credits

This course utilizes techniques associated with designing computer graphics and page make-up for desktop publishing. Emphasis is on the exploration of illustration, photo retouching and manipulation, and working toward finished results primarily in printed form as well as web.

Prerequisite: Introduction to Computer Graphics

NM124 Color Theory and Techniques 40 hours, 3 credits

This course introduces basic compositional principles of harmony and contrast through the practice of color applications, using felt tip markers, acrylic paints and markers. Basic exercises are introduced and practiced to learn how to achieve different product surfaces and create visual effectiveness. The use of color in printing also is explored.

Prerequisite: Introduction to Computer Graphics

NM130 Audio/Video Editing 40 hours, 3 credits

Students learn the theory and processes of audio/video editing using non-linear editing software on the desktop. Exercises in production and post-production techniques will be applied for various delivery media. Students produce and edit a series of short videos for video, disk and Internet applications.

Prerequisite: Introduction to Computer Graphics

NM131 Introduction to 3D Arts and Animation 40 hours, 3 credits

This course introduces students to the fundamentals of 3-dimensional computer modeling and how it applies to multimedia project. Using basic modeling techniques and utilizing texture, lighting, and environmental effects, students model and render 3-dimensional forms to create surreal and realistic images.

Prerequisite: Introduction to Computer Graphics

NM141 Digital Media Production 40 hours, 3 credits

This course is a study of the integration of components used in multimedia applications using authoring software. Students use industry-standard software as tools for producing interactive projects. Topics include basic animation techniques, special effects, transitions, and user interactivity.

Prerequisite: Introduction to Computer Graphics

NM142 3-Dimensional Animation 40 hours, 3 credits

Once students have learned the basics of 3D modeling and rendering, they will explore the fundamentals of animation and the more advanced methods of modeling and texturing. Students will create photo-realistic products and environments using complex technical techniques and thorough creative design. Emphasis will be placed on detailed modeling and texture mapping, complementing elementary 3D animation and story development.

Prerequisite: Introduction to Computer Graphics

NM250 Dynamic Content Management 40 hours, 3 credits

This course introduces students to the standards for designing relational databases. The course focuses on record creation, modification, and deletion as well as report generation and database design. In addition, Structured Query Language is utilized to obtain dynamic information for multimedia authoring.

Prerequisite: Introduction to Computer Graphics

NM252 Fundamentals of Web Authoring and Design 40 hours, 3 credits

This course focuses on the students' basic authoring skills by focusing on the demands, details, and subtleties of creating web pages. HTML and supplemental client side scripting are the primary focus of the course. In addition, processes of graphic and multimedia creation – adding interactivity, color use, file management and formats, testing, publishing, and publicizing are addressed. Students use interactivity and multimedia elements to enhance their site design.

Prerequisite: Introduction to Computer Graphics

NM260 Server Side Scripting 40 hours, 3 credits

This course focuses on dynamic interactive web sites from a multimedia perspective. Emphasis is on data driven pages, interactivity through client side scripting, dynamic web content and database access through server side scripting.

Prerequisites: Dynamic Content Management, Fundamentals of Web Authoring and Design

NM262 Digital Media Assembly 40 hours, 3 credits

In this course, students will develop and apply scripts to control sprites, video, sound, and interactivity for informational and entertainment animations using authoring software. The project produced in this class will be available for use on CD-ROM.

Prerequisite: Digital Media Production

NM272 Multimedia Technologies 40 hours, 3 credits

In this course students will learn aspects of advanced programming languages that allow for scripting of complex interactive applications for Internet delivery. Students will also explore the newest technologies and their impact on multimedia and visual design.

Prerequisite: Introduction to Computer Graphics or Fundamentals of Programming

*Courses with an asterisk are generally offered only as online classes.
NM280 Multimedia Portfolio Development* 20 hours, 2 credits

This course, students select a primary and secondary track to create an industry-quality portfolio consisting of enhanced and updated projects from previous classes as well as newly created projects. Students will create a final portfolio/demo tape using a consistent theme related to their identity package.
Prerequisite: Multimedia Technologies student in last or second-to-last quarter.

PT105 Introduction to Pharmacy 40 hours, 4 credits

An introduction to the technician's role in pharmacy practice. The student will gain a basic knowledge of pharmacy history and become knowledgeable in correct use of CPR. Emphasis will be on patient profiles, receiving and interpreting drug orders, routes of administration, dosage forms, and brand versus generic drugs. The importance of accuracy will be addressed along with methods of avoiding medication errors.
Prerequisite: none

PT110 Pharmacology 40 hours, 4 credits

The student will identify commonly used drugs, dosages, and drug categories. Included is a discussion of pharmacokinetics, major disease states, and drug toxicology. A basic knowledge of herbal medication will be developed.
Prerequisites: Introduction to Pharmacy, Human Anatomy and Physiology I

PT120 Pharmacy Math and Dosages 40 hours, 4 credits

This course will provide the student with the necessary math skills to effectively work within a pharmacy setting. In addition to ratios and proportions, dosage calculations, and conversions, the student will develop knowledge and skills to perform business math functions related to retail pharmacy practice.
Prerequisites: Passing grade in Foundations of Math or placement determined by assessment score; Introduction to Pharmacy or concurrent enrollment.

PT125 Pharmacy Software/ Automation/Insurance Billing 40 hours, 3 credits

Hands-on experience using pharmacy software will be gained via entering patient profiles and prescriptions. The student will learn how to process prescriptions, understand common insurance rejection codes, and gain knowledge of how to solve rejection. Automated ordering, receiving, and maintenance of inventory will be addressed. Student will understand the various payment methods received by retail pharmacies. The student will explore various automation machines used within pharmacy settings.
Prerequisite: Pharmacy Math and Dosages

PT230 Unit Dose/IV Lab 40 hours, 3 credits

In this course, the student will apply knowledge of medication charts and pharmacy math to correctly dispense and chart delivery of patient medications within an institutional setting. Emphasis is on correctly filling orders with correct drug, dosage, and frequency. The IV lab will stress aseptic techniques and the maintenance of sterile conditions. The student will learn to read an IV label, select appropriate additives and base solutions, and properly prepare the prescribed IV compound.
Prerequisites: Introduction to Pharmacy, Pharmacy Math and Dosages

PT235 Pharmacy Technician Practicum I – Outpatient/Retail 90 hours, 3 credits

This course offers supervised practical experience in outpatient settings with a minimum of 90 hours of externship experience in the unit-dose area of a pharmacy. The externship will be under the supervision of practicing pharmacists and pharmacy technicians. This practicum will allow the student to gain experience as a pharmacy technician in actual pharmacy settings and is essential to training.
Prerequisites: Pharmacy Software/Automation/Insurance Billing

PT236 Pharmacy Technician Practicum II – Unit Dose/IV 90 hours, 3 credits

This course offers supervised practical experience in pharmacy settings with a minimum of 90 hours of internship experience in the particular area of pharmacy designated by the practicum. The internships will be under the direction of practicing pharmacists and pharmacy technicians. The practicum course allows the student to gain experience as a pharmacy technician in actual pharmacy settings and is essential to training.
Prerequisite: Unit Dose/IV Lab

PT280 Pharmacy Technician Capstone* 20 hours, 2 credits

This course is an overview of all pharmacy technician program courses and concepts, with an emphasis on the reviewing and preparation of materials which comprise the Pharmacy Technician Certification Board examination.
Prerequisites: Pharmacy Technician Practicum II; Pharmacy Technician student in last or second-to-last quarter.

R200 Principles of Retailing 40 hours, 4 credits

This course is an overview of retail management, including organization, merchandising, retail sales, customer service, personnel management, and operations.
Prerequisite: none

R204 Entrepreneurship 40 hours, 4 credits

Using real-life applications and examples from successful business people, this class offers competency-based instruction to guide students through the steps of developing a business plan for a new small business.
Prerequisite: Introduction to Business

S115 Keyboarding I* 40 hours, 3 credits

This course will introduce beginner to keyboarding and break up the natural movements of the hands and fingers. A focus on building speed by practicing on words with letters and words that are commonly used in the student's last quarter.
Prerequisite: Keyboarding I

S116 Keyboarding II* 40 hours, 3 credits

This course is a production course with interesting, usable, and well-designed websites. The course will focus on web page design, layout, and authoring of web pages. The course will provide hands-on experience with HTML and CSS.
Prerequisite: Keyboarding I

S120 Word for Windows* 40 hours, 3 credits

This course is designed to investigate the advanced applications and concepts available in Microsoft Office Word. Students will be introduced to word processing features ranging from the creation of new documents to mail merge and web pages. This course is designed to help prepare students for the Word portion of the MOS certification exam.
Prerequisite: Computer Information Systems

W108 Introduction to Website Design 40 hours, 3 credits

This course is an introduction to web page design and website development. Students will learn the basics of HTML and CSS to create simple websites.
Prerequisite: Computer Information Systems

W110 JavaScript 40 hours, 3 credits

This course is an introduction to the JavaScript programming language. Students will learn the basics of JavaScript and how to use it to create interactive web pages.

W114 Fundamentals of Programming 40 hours, 3 credits

This course is an introduction to computer concepts, logic, and programming. It includes designing, coding, debugging, testing, and documenting programs using a high-level programming language. The course provides the beginning programmer with a guide to developing structured program logic.
Prerequisite: none

W116 Introduction to Web Design Software 40 hours, 3 credits

This course will introduce beginners to the concepts and knowledge needed in creating interesting, usable, and well-designed websites. This course will cover the basics of HTML and CSS.
Prerequisite: none

W118 Introduction to HTML 40 hours, 3 credits

This course will introduce students to the basics of HTML. Students will learn the latest in HTML, conformity to XML and XHTML coding standards. The course is a step-by-step approach for learning how to create, format, and enhance a webpage using HTML.
Prerequisite: none

W122 Visual Basic 2005 Advanced 40 hours, 3 credits

This course will cover the Visual Basic scripting language, the development of PERL code for web applications, and client/server socket programming using PERL.
Prerequisite: Java I

W216 PHP/MYSQL 40 hours, 3 credits

This course covers the use of PHP scripting language and the MYSQL database to create dynamic webpages. Topics include PHP scripting fundamentals; creating, accessing, and manipulating data with the MYSQL database within a PHP program; creating HTML forms; and writing secure PHP programs.
Prerequisite: Java I

W222 Visual Basic 2005 Advanced 40 hours, 3 credits

This course will cover the use of PHP scripting language and the MYSQL database to create dynamic webpages. Topics include PHP scripting fundamentals; creating, accessing, and manipulating data with the MYSQL database within a PHP program; creating HTML forms; and writing secure PHP programs.
Prerequisites: Java I and PERL/CGI.

This course is intended to be completed in the student's last quarter.

W290 Web Programming Capstone* 20 hours, 2 credits

This course summarizes key learning throughout the student's program. Students apply what they have learned by solving a real-world programming problem. This problem-solving exercise encompasses timelines, deadlines, team-building, and communication issues.
Prerequisites: Java I and PERL/CGI.

This course is intended to be completed in the student's last quarter.
The College has an academic assessment plan which is essential for evaluating and improving the effectiveness of learning and instruction. The academic assessment plan evaluates incoming student skills through a placement test to ensure that all students have basic literacy and math skills, in an ongoing fashion in individual courses, and at the end of programs through the Graduate Achievement Portfolio (GAP) and program outcomes assessment. Submission of a Graduate Achievement Portfolio, in which students demonstrate their communication, critical thinking, and information literacy skills, is a graduation requirement which students fulfill in E242 Career Development or in an appropriate capstone course for their program.

Developmental Education

The goal of developmental education is to provide students with a solid foundation of basic skills and knowledge as they move on to college level courses. Placement into foundation courses reflects the commitment Rasmussen College has to ensuring the success of all students and to providing educational opportunities to those who enroll. All new students who enroll in a degree, diploma, or certificate program are required to take the STEP reading, writing, and math placement tests. Returning students who did not take the STEP test or COMPASS test but who have successfully completed the foundation courses at Rasmussen College for which Foundations courses are pre-requisites do not need to take the STEP test. Returning students who have not successfully completed the Foundations courses or the courses for which Foundations courses are pre-requisites must take the STEP test. Coursework in math or English that is numbered below 100 is considered to be developmental. STEP scores are used to appropriately place students in English and math courses according to skill level. See Entrance Assessment Table for placement scores. These credits are not counted toward graduation, and each must be passed with a grade of ‘S’ in order to proceed to the next course in the course sequence. Students who transfer from other colleges, and whose test scores fall within the range of remediation, will be required to complete the foundation courses. Students who test at remedial levels and who wish to transfer courses that have foundations courses as prerequisites, must first successfully complete the foundation courses. Students enrolled in foundation courses are eligible for financial aid. Foundation courses must be completed within the same academic year to be included in a program’s completion. Some enrolling students who test at Foundations of English level may be using English as their second language. Such students may be able to enroll in B096 English for Second Language Learners, a course that parallels traditional Foundations of English but that will focus more on the problems and issues that non-native speakers of English have when learning the language, such as the specific challenges with English grammar, reading comprehension, and fluency writing of English. As part of the admission process, prospective ESL students will be afforded the opportunity to self disclose that English is not their first language. If they do so, they would then be given the opportunity to complete a supplementary ESL test following the STEP test if they STEM test at a level that indicates they would need either Foundations of English I or II. The supplementary test involves the participation of an English faculty member or Dean who is trained in this capacity, and requires the prospective student to generate a one-page written response to a prompt and to complete a short essay passage and demonstrate comprehension of the passage through a brief interview with the faculty member or Dean. Based on these supplemental assessment, students may have the option of enrolling in B096 instead of B097 or B098. B096 English for Second Language Learners and B097 Foundations of English I are not offered online. Students who place at the level of Foundations of English I after taking the placement examination are not eligible to enroll in full online programs until the successful completion of B096 or B097.

Accommodations Policy

Rasmussen College recognizes its obligations under the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973 and commits to the success of its students and faculty by prohibiting discrimination on the basis of a disability and requiring reasonable accommodations to the qualified disabled student and faculty members in all programs, activities and employment. Students with disabilities do not have to self-disclose or register with the Campus Accessibility Officer to request such services. Students who are unsure who to contact should check with their Academic Dean.

STEP Retest Policy

Students who earn an ‘N’ on an entrance exam may not be retested for initial placement purposes after the start of the course. On occasion, however, a retest may be allowed prior to the start of a quarter. Such retests are only granted if extenuating circumstances exist that lead the enrolling student to feel that the STEP test results do not accurately reflect his or her true abilities. Only one such retest may be allowed, at the discretion of the Academic Dean.

Foundation Courses Timeline

To help ensure student success at Rasmussen College, students are using the STEP placement test to its fullest potential, students who test at the foundation course must complete all of those courses in their first three quarters. These students must, at a minimum, complete a foundation course in their first quarter of enrollment, except for students starting during a mid-term start who may complete the course within their first two quarters. If for some reason students fail to do this, they cannot continue their education at Rasmussen College.

Equipment

Rasmussen College strives to maintain its role as an educational leader by incorporating current technology. Rasmussen College provides technology and computer access, and internet access at each campus. Students will also have access to printers, additional software packages, electronic databases and a helpdesk as needed.

Educational Records Definition

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

Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 to 93%</td>
</tr>
<tr>
<td>A-</td>
<td>92 to 90%</td>
</tr>
<tr>
<td>B</td>
<td>86 to 83%</td>
</tr>
<tr>
<td>B-</td>
<td>82 to 80%</td>
</tr>
<tr>
<td>C</td>
<td>79 to 77%</td>
</tr>
<tr>
<td>C-</td>
<td>75 to 73%</td>
</tr>
<tr>
<td>D</td>
<td>72 to 70%</td>
</tr>
<tr>
<td>D-</td>
<td>66 to 63%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

Point Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>3.50</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>Very Good</td>
</tr>
<tr>
<td>B-</td>
<td>2.75</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.50</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>2.00</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>1.50</td>
<td>Below Average</td>
</tr>
<tr>
<td>D-</td>
<td>1.25</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>Failure</td>
</tr>
</tbody>
</table>

Lab-Intensive Allied Health Programs Grade Scale

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 to 95%</td>
</tr>
<tr>
<td>A-</td>
<td>92 to 90%</td>
</tr>
<tr>
<td>B</td>
<td>86 to 83%</td>
</tr>
<tr>
<td>B-</td>
<td>82 to 80%</td>
</tr>
<tr>
<td>C</td>
<td>79 to 77%</td>
</tr>
<tr>
<td>C-</td>
<td>76 to 73%</td>
</tr>
<tr>
<td>F</td>
<td>Below 73%</td>
</tr>
</tbody>
</table>

All grades are to be credits successfully completed with the exception of the ‘W’/‘WD’ and ‘UN’ which is counted as a attempted course for the purpose of maximum time frame and percentage of course completion and may have an effect on achieving a degree or certification. See “Standards of Satisfactory Progress for Institutional and Financial Aid Guidelines.”

Repeating Failed Courses

Failed courses may be repeated only, but only at regular nation rates. Students repeating a course may count the credits for that course in a financial aid award calculation only if the original grade earned is a ‘F’ or ‘P’. If a student elects to repeat a course for which a grade above ‘F/P’ was earned, the credits are not included in the financial aid award calculation, thereby making the student responsible for payment out-of-pocket. The credits for all repeated courses will be included in credits attempted for the purposes of determining the satisfactory progress evaluation checkpoint.
Repeating Failed Courses (Continued)
A student may repeat a failed course only once. If a student repeats a failed course (in which he/she received an “F/FA”), the failing grade will be removed from the student’s cumulative GPA and replaced with the new course grade from the repeated offering. The student’s GPA should be recalculated to reflect the new letter grade.

Students who fail a required course twice may be unable to switch to another program that does not include the course as a required part of the program curriculum. Students who fail a course twice, and who cannot switch to another program, will be terminated from the College.

Those students cannot return to the College until they successfully complete an equivalent to the course elsewhere and transfer it back to Rasmussen College, in accordance with meeting the transfer of credit requirements.

In the case of credit transfer, one of the failing grades from the course at Rasmussen College still counts in the student’s GPA (because the second “F”/“FA” grade replaces the first “F”/“FA” grade, but one of them must remain on the student’s record). Additionally, all of the course credits, both failed and transferred, would count toward the student’s Cumulative Completion Rate (CCR).

Late Assignment Submission Policy
Students may submit assigned work after the stated deadline only if a grade of 0% is assessed for work up to twenty-four hours late; an additional 10% is assessed for each additional day the work is late. In some cases (such as late discussion postings) students may be asked to complete an alternate assignment for equivalent point value, minus any applicable penalty.

Instructor may decide in the case of a legitimate extenuating circumstance to waive the late penalty; if not, though, the penalty must be enforced as described. In some cases (such as misplacement of assignments, or technical difficulties) students must be completed at the designated time and therefore cannot be made up. The instructor should apprise students beforehand of any such activities.

In no circumstances may students submit work after the last day of the academic term unless an incomplete grade has been requested and granted beforehand.

Incomplete Grade Policy
An “I/B” indicates an incomplete grade, and is a temporary grade for a course in which a student is unable to complete due to extenuating circumstances. An incomplete may be granted to a student at the end of a quarter at the discretion of the instructor under the following conditions:

1. An incomplete form is completed which identifies:
   a. the work to be completed,
   b. qualifications for acceptable work,
   c. the deadline for completing the work (within two weeks 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 one week for grading, recalculation of grades and processing of all documents required.
2. An incomplete form is not valid unless signed by both the instructor and the student prior to the date that final grades are due. If unsigned by the student, the calculated grade is to be entered as a final grade. Incomplete forms will be maintained by the registrar in the campus office for records and resolution. Students must request an incomplete prior to the last day of the term.
3. The Academic Dean must be informed of all incompletes granted, and must sign the form as well.

Incompletes will be granted rarely and instructors will take the following into consideration when assigning an appropriate grade:

1. The work to be completed must be regularly assigned work, identified in the course syllabus.
2. The student can reasonably be expected to complete the work by the deadline.
3. The student’s grade will be substantially improved.
4. The student has demonstrated a commitment to completing work in a timely fashion.
5. Granting the incomplete is truly in the best interest of the student.

By completing the work, one of the following will apply:

- The student will learn substantive information by completing the work.
- The student will learn higher level thinking skills or gain substantially greater knowledge of the course material.
- All of the above.

Allowing the student extra time compensates for events or conditions not within the student’s control (i.e., illness, emergencies, etc.). If the student is required to complete work for poor planning, poor attendance, or failure to take assignments seriously.

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.

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

10. All incompletes, unless approved by the Dean, will be finalised by the 3rd week of the subsequent term.

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 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, misplaced assignments, or technical difficulties beyond the control of the student.
  - Accommodation for special circumstances such as short-term disability or family leave.
  - Grade changes must be consistent with course policies as outlined on the syllabus. In particular, stated policies regarding the acceptance of late work and how points are apportioned must be followed.

Students must contact their instructors within two weeks of the start of a subsequent term regarding grade changes. No grade changes may be made after the end of the third week of the subsequent quarter.

Grade disputes which cannot be resolved between instructors and students should be directed to the appropriate Dean. In circumstances where a grade change may be authorized by someone other than the original instructor include:

1. Administrative errors regarding grades will be corrected by administrative staff as soon as they are identified.
2. If the original instructor is no longer available to authorize 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.
3. The Dean may authorize grade changes in order to settle academic grievances.

Independent Study Policy
Independent study applies when a student contracts to meet regularly with a qualified instructor to fulfill the assignments, tests, projects, and other tasks necessary to achieve the performance objectives of a given course. Instructors should ensure that students are 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, instructors, and the College may offer, a course through independent study under the following conditions:

- The course is not currently offered on-site.
- Completion of the course is necessary for on-time graduation.

The instructor for the course in the quarter in question does not arise from the student’s decision to withdraw from the course in an earlier quarter, the student’s failure to satisfactorily complete the course in an earlier quarter, or the student’s decision to change programs.

The student will complete work of a similar quantity and quality as required in a regularly scheduled class and will meet the same performance objectives for the class.

The Academic Dean approves the plan for completing the course work.

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

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

Independent studies must meet the following guidelines:

- Prior to the beginning of the independent study, the student and instructor must meet to define the following:
  - When and where they will meet each week.
  - Weekly objectives for work to be completed based upon the same weekly objectives defined by the syllabus for on-site classes.
  - Progress checks to be reviewed by the Dean.
  - Standards of academic quality for the work to be completed.
  - Deadline for all work to be completed at the end of the quarter.

Credit by Examination

Students with life experiences or knowledge from other sources which they feel would be duplicated by a class at Rasmussen College. Enrolled students may request credit by examination only for a 100-level course in which they have been scheduled if such exam has been developed. The request must be made to the Academic Dean or Associate Director/Director of Campus Operations prior to the start of the quarter. In rare circumstances, a student may have an incomplete prior knowledge to warrant credit by examination for a 200-level course.

In order to request credit by examination for a 200-level course, students must document continuous full-time work experience in an area directly related to their program of study, which may include a verification and recommendation from an employer.

E242 Career Development is a course specific to the College, facilitating lifelong career placement services. Therefore, transfer credits may not be applied to the E242 Career Development course, and it is not available for credit by examination. E150 Success Strategies is not available for credit by examination because its completion is deemed vital to student success. However, E150 will be considered for transfer if a similar course with appropriate credits has been completed with a grade of C or higher at an accredited institution of higher education. Credit by examination is not offered for 300- or 400-level courses.

To receive credit by examination, a grade of “B” or higher is required. Examinations are not offered for MA, ML, N, NM, PB, PN, PT, ST, or W courses. For D, N, NM, and W, and courses, and for some B courses, industry certification may be considered for credit in lieu of the examination. The examination grade will be reflected as “TO” (Test-Out) on the students’ transcripts and will not count in their grade-point average. Additional, these students will not count as credits for financial-aid purposes.

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

Course Waivers
Students who have earned at least 24 semester or 36 quarter credits at an accredited institution of higher education, regardless of program of study, with a minimum cumulative GPA of 2.0, may request a waiver from Success Strategies if they wish. Students with a two-year degree or higher from an accredited institution of higher education, with a minimum cumulative GPA of 2.0, may also request a course waiver from Success Strategies. The Academic Dean will review the student academic transcript, and if the criteria are met, will waive the Success Strategies course requirement, and the grade will be posted in The Rasmussen College student record as a “CW.”

Students with a minimum cumulative GPA of 3.0 in their program major courses may request a waiver for any scheduled M or PT practicum coursework if they wish. Students must complete and submit the required paperwork to their Program Coordinator/Director prior to the start of the quarter of the practicum for it to be waived. Students must have a variety of experiences in the necessary medical fields rather than just one area, and documentation will be required from the student’s employer.

The Program Coordinator/Director will inform the Academic Dean of the result of the evaluation, and if the waiver is granted the grade posted in the Rasmussen College student record will be a “CW.”

Course Withdrawals
The credits have life experiences in which the last date of attendance was after the drop deadline will be counted in the cumulative credits attempted.
Transfer Credit Policy

1. Students who wish to transfer credits to Rasmussen College must first apply for admission to the College. A completed application and application fee must be submitted.

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

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

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

5. E242 Career Development is a course specific to the College, facilitating lifelong career placement services. Therefore, transfer credits may not be applied to the E242 Career Development course, and it is not available for credit by examination.

6. Rasmussen College awards quarter credits. In considering transfer courses, a semester credit is equivalent to 1.5 quarter credits.

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

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

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

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

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

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

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

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

      2. The information will be reviewed by the Academic Dean, Campus Director, or Associate Campus Director/Director of Campus Operations, along with appropriate faculty.

      3. The student will receive in writing the outcome of the decision.

   F. Students who enter at Rasmussen College are required to take the STEP placement exam. Students should have a solid background in remediation in English or Math, the College will not accept transfer in English Composition, College Algebra, Critical Writing, Pharmacy Math, Professional Communication, or Statistics. Upon successful completion of the course and subsequent passing of the placement exams, the College may reconsider transfer of credit in these courses.

Advanced Placement Credit

The College recognizes Advanced Placement (AP) exams as additional courses beyond the College’s Board of Education. AP credits will be counted in the 50% minimum allowed for exams, to ensure the breadth of disciplines that support their selected field of study, and to function responsibly and constructively in a complex and changing world.

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

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

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

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

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

In the areas of English Composition, Communication, students will demonstration understanding of basic rhetorical strategies including audience, purpose, defining a thesis, effective organization, and adequate and relevant evidence.

In the area of Humanities, students will demonstrate understanding of different forms of art, the difference between creative and critical thinking, the elements associated with various art forms, the function of creative production and expression in society.

In the area of Math and Natural Sciences, students will demonstrate understanding of the necessity of a scientific method, 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; the steps of the scientific method.

In the area of Social Sciences, students will demonstrate understanding of the major concepts, issues, and ideas models in social science; methods of scientific inquiry as they integrate with social science; methods of qualitative and quantitative research; how social, cultural and political factors influence social and historical development.

General Education Requirements for Rasmussen College Credentials

AAS degree candidates must successfully fulfill the general education requirements detailed in their chosen degree program. Students are not required to complete thirty-two (32) credits of general education coursework distributed across the following five categories: English Composition, Communication, Humanities, Math/Natural Science, and Social Science.

Diploma candidates must successfully complete twenty-four (24) credits of general education coursework, including English Composition, College Algebra, and an additional course as determined by program.

Certificate programs typically do not include general education course requirements because they are designed to meet specific career goals.

Courses that are primarily developmental or remedial in nature and content may not be included in the general education total.

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 50% of their program requirements at Rasmussen College, and only 50% of their program requirements may be transfer credits from other post-secondary institutions or credit by examination. Clock hours listed in any synopsis of subjects are estimated hours of class work necessary to complete the subject.

Students must have a cumulative grade point average of 2.0 to receive a degree or certificate with a passing grade in each area. Completion and submission of the Graduation Achievement Portfolio (GAP) is a graduation requirement for all programs regardless of length.

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

Transcripts

Transcripts of credits will be given to students with all nation obligations have been met. A fee of $5.00 is charged for each transcript. This fee is charged to all students requesting an academic transcript with exception to graduates and completers.

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

Transfer to Other Colleges

Graduates or students who are considering transfer from Rasmussen College to other institutions recognize that Rasmussen College course, processes, theories, facts, and principles are different from the courses, processes, theories, facts, and principles at other colleges. Some of these courses are not accepted as transfer credit by other institutions.

Rasmussen College has developed articulation and consortium agreements with colleges and universities to meet the educational needs of students and increases the likelihood of credit transfer from Rasmussen College to other colleges. Specific agreements and articulation agreements are available to assist students as they determine their course of study.

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

Attendance

A basic requirement for employment in any business, both part-time and full-time, is the ability to be punctual. Rasmussen College students are expected to be on time and in regular attendance for all of their classes. Failure to attendance a class may require a call be made if an absence is necessary. Rasmussen College students are expected to call the College and to indicate if they will be absent or tardy. It is the responsibility of the student to contact the instructor and to get the assignments and information missed.

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.

If a student has not been in attendance within 21 days of their last date of attendance he or she may be withdrawn from the College. Upon withdrawal a student’s financial aid eligibility will be adjusted according to the Institution’s refund policy as described in the College catalog and will be assigned according to the Rasmussen College Drop Class Policy.

Consortium Agreement

Rasmussen College has signed consortium agreements among all Rasmussen College campuses. Course requirements for programs may be completed at any of the campus locations, as the schools have common ownership and common courses, students will have the flexibility to take courses from all locations as they choose. Students who attend a class at a location other than their home campus (primary attendance location) will have their total tuition and fees charged by their home campus. All financial aid will be awarded and dispersed from the home campus. The home campus monitors satisfactory progress.

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

Academic Misconduct Policy

Rasmussen College’s academic misconduct policy is as follows:

First Offense: Any student caught cheating will receive no credit on whatever he/she is caught cheating on and will not be allowed to redo the work.
Academic Misconduct Policy (Continued)

Second Offense: The student will be expelled from the course, and the final grade assigned for the course will be an F/FX.

The administration reserves the right to expel a student from the College if there are more than two offenses. Adding and abetting in cheating is considered as grave as initiating the cheating – and will be treated in the same manner.

Definition of Academic Honesty: Any test or assignment which has been given to an individual to be completed independently, is completed independently without assistance from another student or others outside of the College.

One of the most common forms of cheating is plagiarism. Plagiarism is defined as the intentional or unintentional use of someone else's words or ideas without giving them proper credit and/or attempting to pass off someone else's words as your own.

Conduct/Dismissal Students are expected to conduct themselves with the same standards of behavior as are expected in the workplace and in the community at large. Consequently, the following is an all encompassing policy regarding students conduct. The College reserves the right to suspend or terminate any students whose conduct is detrimental to the educational environment. This includes, but is not limited to, conduct:

• By students, faculty, or staff that is detrimental within the classroom environment.
• That interferes with the well-being of the fellow students and/or faculty and staff members.
• That causes damage to the appearance or structure of the College facility and/or its equipment.
• By students who copy or otherwise plagiarize the assignments/projects of other students or professionals.
• By students who otherwise display conduct detrimental to their own academic progress or ultimate success in the field for which they are being educated.

Anti-Hazing Policy

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

Dress Code

The College encourages students to dress in a manner which is appropriate to their educational environment, respect for classmates, and the community at large. Consequently, the following dress code applies:

• Students should avoid wearing clothing that may be considered offensive or distracting. This includes clothing that reveals excessive skin, is revealing in color or fabric, or contains inappropriate language or images.
• Students should dress appropriately for their courses and activities, and may not wear clothing that is considered to be disrespectful or disruptive to the educational environment.

Drop/Add Class Policy

Course registration practices ensure that the College is able to provide quality instruction through offering a minimum class size of 12 students per course.

Full-Quarter drop/add period:

Students may add an online course through the first Friday of each quarter, a residential course through the second Friday of the quarter which is the close of the drop/add period. When a student notifies the College of withdrawal from a class:

1. On or before the close of the drop/add period the class will be dropped without being recorded on the student’s transcript and tuition will not be charged.
2. Following the second week of the quarter and before the sixth Friday of the quarter students will receive a Withdrawn Without Notice (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 sixth week of the quarter students will receive an F/FX for any classes dropped. The student’s grade point average will be affected, the credits will be counted as cumulative credits attempted, and tuition will continue to reflect the tuition billed at the close of the drop/add period.

Rasmussen College Early Start Program

High School juniors and seniors have the opportunity to earn college credit through Rasmussen College’s Early Start Program. The Early Start Program is a great way for high school students to experience college while still supported by high school staff and mentors, try a course that may not be offered at the high school, explore a possible future career by taking an introductory course.

Early Start coursework is available to high school juniors and seniors on-campus or online with enrollment in the program dependent upon space availability. Students must meet the following criteria and expectations to participate in the Rasmussen College Early Start Program:

• Students must have a minimum cumulative high school grade point average of 2.00 out of a 4.00 scale and an ACT score of 17 on the writing portion of the STEP assessment.
• Students may take up to 8 credits per quarter without tuition charge. Students will be charged 24 credits per student earned through the Early Start Program.
• Students must cover the cost of textbooks and supplies for each course. Students in certain technology courses require access to specialized hardware and software which are available to students on campus; Early Start students electing to complete these courses online will need to secure access to required hardware and software. The College can provide information about course specifics including textbooks prices and technology requirements.

Applicants will be accepted on a space available basis for each selected course.

• Early Start students must meet all course prerequisites as listed in the catalog.
• Selective admission allied health courses designated with a “P” are not available to Early Start students.
• To continue enrollment in the Early Start Program, students must maintain a minimum Rasmussen College cumulative grade point average of 2.25 out of 4.00.
• The application deadline is four weeks prior to the start of the intended quarter of enrollment.
• Students will receive college credit toward a Bachelor’s or an Associate’s Degree at Rasmussen College for all successfully completed courses. Students who elect to pursue their education at another academic institution will need to secure a transcript from Rasmussen College; these credits may be transferable at the complete discretion of the receiving institution.
• Students in the Early Start program will have an Early Start transcript. Students who elect to continue their education at Rasmussen College after their high school graduation will have any courses for which they received a C or higher added to their new enrollment program of study. Grades lower than a C will not be added to their college transcript.

Limitations

Although this catalog was prepared on the basis of the best information available at the time, all information (including the academic program, admission, and graduation requirements, course offerings, course descriptions, online courses and programs, and statements of tuition and fees) is subject to change without notice or obligation. For current calendars students should refer to a copy of the college catalog or online catalog for the term in which they enroll.

The courses listed in this catalog are intended as a general indication of Rasmussen College’s curricular, 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 from time to time. The content of a course or program may be altered to meet particular class needs. Rasmussen College reserves the right to cancel any class because of under-enrollment or non-availability of selected faculty.

Many employers, certification boards, and licensing organizations require criminal background checks. Therefore, prior criminal convictions may impact 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.

Many employers in the Criminal Justice field will require criminal background checks as part of the hiring process and prior criminal convictions may greatly hamper securing employment in these fields.

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, processes and functions as an educational institution and business.

The administration of Rasmussen College reserves the right to address any issue in this catalog or in operations regarding its meaning. Administration’s interpretation will be final.

Online Courses

Students may be required to take online courses in order to complete a degree. Online course activities and assignments at Rasmussen College are conducted via chat, email, message boards, and interactive websites.

Tuition and fees for online courses are assessed at the same rate as for residential courses unless otherwise indicated. Online instructors receive training and support while operating in the online environment. Computer, software and hardware requirements for online courses are provided to students upon enrollment. Technical and hardware resources required for online courses are available at the Rasmussen College bookstore.

There are no additional admissions or testing requirements for taking an online course. However, B096 English for Second Language Learners and B097 Foundations of English I are not offered online. Students who place at the Foundations of English I after taking the placement examination are not eligible to enroll in fully online programs until the successful completion of B096 or B097.

Student Senate

The Student Senate assists the College in providing a successful, positive, and rewarding atmosphere by organizing campus events. Student Senate is open to all students, however student groups vary from campus to campus. Therefore, students should see their Campus Director for information regarding student group.

Changes in Regulations, Programs, Tuition, Book Prices, Faculty

Changes in regulations, programs, tuition, book prices and faculty without prior notice. The College reserves the right 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 book prices.

Exit Interviews

Students contemplating the termination of their education at Rasmussen College should contact the Academic Dean or Associate Campus Director/Director of Campus Operations, and then Financial Aid/Student Financial Services. Academic and financial aid files are not complete until both exit interviews have been completed. All school-related evaluations or withdrawing (that have financial aid) are required to attend a mandatory exit interview. During this interview, students receive information regarding their loan(s) including address and telephone number of lenders, deferment requests, a list of qualifications, a sample repayment agreement, loan counseling information, and review of loan terms.

The Financial Aid Department is available for your assistance for the duration of your student tenure. Rasmussen College reserves the right to withhold the release of academic information, and other records, pending settlement of any amount due the College.
Tuition Structure
Please see the Tuition Structure sheet for complete information on tuition rates.

Cancellation, Termination, Refund Policy
If a student is cancelled or terminated, for whatever reason, the following apply:
- Each student will be notified of acceptance/rejection in writing. In the event a student is rejected, all tuition, fees and other charges will be refunded. A student in any term who withdraws from the College must give written notice to the College. Date of withdrawal is the last day of recorded attendance.
- The College will acknowledge in writing any notice of cancellation within 10 business days after the receipt of request and will refund the amount due within 30 business days. Written notice of cancellation shall take place on the date the letter of cancellation is postmarked, or in the case where the notice is hand carried, it shall occur on the date the notice is delivered to the College.
- Notwithstanding anything to the contrary, if a student gives written notice of cancellation following completion of acceptance by the College and prior to the start of the period of instruction for which he/she has been charged (“Period of Instruction”), the tuition and fees paid, except the application fee, will be refunded. If any books or supplies provided by the College are not returned untarnished and in a condition such that they can be returned to the supplier, the student will be assessed the cost of these books and supplies. All prepaid tuition will be refunded.
- If a student has been accepted by the College and given written notice of cancellation or termination after the start of the Period of Instruction for which he/she has been charged, but before completion of 60% of the Period of Instruction, the amount for tuition, fees, and all other charges for the completed portion of the Period of Instruction charged 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, plus the cost of books and supplies for each course enrolled. After the completion of 60% of the Period of Instruction, no refunds will be made.
- Student refunds are automatically issued within 45 days of the date of determination of withdrawal if the student does not officially withdraw.
- The refund policy is not linked to compliance with the College’s regulations or rules of conduct.
- Any promissory note instrument received as payment of tuition or other charge will not be negotiated prior to completion of 50% of the course.

Re-Enter Policy
Any student who withdraws from classes after the first week of the initial quarter of attendance and then elects to return to a subsequent quarter is defined as a re-enter. Re-entering students are treated as new students for the purposes of tuition, academic program requirements, and graduation standards. For the calculation of satisfactory academic progress, re-entering students are treated as continuing students and must meet progress requirements. Students are allowed to re-enter the institution only once unless the Academic Director, Campus Director, or Associate Campus Director/Director of Campus Operations determines that extenuating circumstances exist.

Return of Title IV Funds Policy
If a student withdraws or is expelled, they need to visit with the Campus Director, Associate Campus Director/Director of Campus Operations, or Academic Dean to complete the Rasmussen College Notice of Change in Student Status form, which will begin the withdrawal process. Students are allowed to convey their withdrawal verbally or in writing to the Campus Director, Associate Campus Director/Director of Campus Operations, or Academic Dean. This verbal contact will also officially begin the withdrawal process.

Rasmussen College uses the state-standardized refund policy to determine the amount of institutional charges it can retain. The federal formula dictates the amount of Federal Title IV aid that may be returned to the federal government by the school and the student. The federal formula requires a Return of Title IV aid if the student received federal financial assistance in the form of a Federal Pell Grant, Federal SEOG, Federal Direct Student Loan, or Federal PLUS Loan and withdrew on or before completing 60% of the quarter.

The percentage of Title IV aid to be returned is determined by dividing the number of calendar days in the quarter by the number of total calendar days in the quarter. Scheduled breaks of five or more consecutive days are excluded. Tuition and fees are refunded to the student because of a credit balance on the student’s account, the student may be required to repay some or all of the federal aid that was issued.

A student withdrawing from school may be eligible for post-withdrawal disbursements according to federal regulations. A post-withdrawal disbursement occurs when a student withdraws before the end of the period of Instruction and it had been disbursed prior to the withdrawal. Post-withdrawal disbursements are made first from available grant funds before available loan funds and must be done within 90 days of the school’s determination that the student withdrew. Rasmussen College deducts from the student’s account for any outstanding current period charges. If there is any remaining post-withdrawal disbursement to be made to the student, an offer is made to the withdrawn student in writing (letter sent to student) within 30 days of the school’s determination that the student withdrew.

Veterans Refund
In the event a veteran discontinues training for any reason, the College will retain a $10 registration fee. Any supplies or textbooks issued to and paid for by the veteran become the property of the veteran. The remaining amount of prepaid tuition will be refunded on a prorated basis computed to the date of discontinuance of training.

Library Fine Policy
Rasmussen College Library System reserves the right to collect late fees for Rasmussen Library materials that are kept past the due date without renewal. The current late fee is as follows: for all circulating books, videos, audiotapes, and CD-ROMs there is a 5 day grace period; after the grace period the charge is $0.25 per day for 10 days; the maximum late fine is $2.50. For reference books and reserve materials there is a 10 hour grace period beyond the 24 hour checkout period; after the grace period the charge is $2.00 per hour for 5 hours; the maximum late fine is $10.00.

When fines are incurred in these instances and the librarian is unable to get the otherlibrary to dismiss the fine, the student will be required to pay the fine or the patron will be notified of the amount of the fine owed and may be held accountable by the College.

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

Non-Discrimination Policy
Rasmussen is strongly committed to providing equal employment opportunity for all employees and all applicants for employment. The College has adopted this policy as a necessary and acceptable way to operate our College.

Rasmussen employment practices conform both with the letter and spirit of federal, state, and local laws concerning non-discrimination in employment, compensation, and benefits.

Anti – Harassment and Sexual Violence Policy
It is Rasmussen College’s policy and responsibility to provide our employees and students an environment that is free from harassment. Rasmussen College expressly prohibits harassment of employees or students on the basis of gender. Harassment undermines our College community morale and our commitment to treat each other with dignity and respect. This policy is related to and is in conformity with the Equal Opportunity Policy of Rasmussen College to recruit, employ, retain, and promote employees without regard to race, color, religion, creed, ancestry, gender, marital status, sexual orientation, national origin, age, physical or other disability, military or veteran status, or receipt of public assistance. Prompt investigation of allegations will be made on a confidential basis to ascertain the veracity of complaints and appropriate corrective action will be taken. An Executive Vice President or President, or his/her designee, will be notified of all allegations. This will ensure a prompt, consistent, and appropriate investigation.

Rasmussen College is committed to providing equal educational opportunities without regard to race, color, creed, national origin, sex, religion, age, disability, marital status, sexual orientation, sexual identity, or gender identity. Rasmussen College is committed to providing an discrimination complaint procedure that is free, impartial, accessible, and effective. Any person who feels that he/she has experienced discrimination should file a formal complaint according to the procedures outlined below.

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

No retaliatory actions may be taken against any member of the College community merely because he/she is or has been the object of such a complaint.

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

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

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

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

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

1. If the person who discuses an informal complaint with an advisor is willing to be identified, makes but not the person, against whom the informal complaint is made, the College will make record of the circumstances and will not discuss the complaint with others about various ways to resolve the problem or avoid future occurrences. While the confidentiality of the information received, the privacy of the individual 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 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 straitly 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 maintain a confidential record of the circumstances (signed by the complainant) and suggest and/or undertake appropriate discussions with the persons involved.

3. When a number of people report incidents of sexual harassment that have occurred in a particular department (for instance, offensive sexual remarks in a classroom lecture) or when the College receives repeated complaints from different people that an individual has engaged in 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 verbal or physical conduct of a sexual nature constitutes sexual harassment when: 1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic advancement; 2) submission to or rejection of such conduct by an individual’s work or academic performance or creating an intimidating, hostile, or offensive working or academic environment; 3) such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or creating an intimidating, hostile, or offensive working or academic environment;

This 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 reprimands after a negative response to sexual advances;
4. Verbal sexual advances or propositions;
5. Displaying sexually suggestive objects, pictures, cartoons or posters (includes by electronic means);
6. Sexually offensive comments, graphic verbal commentary about an individual’s body or dress, physically explicit jokes and innuendos, 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 blantly as rape or as subtle as a touch. Harassment under the third part of the definition often consists of calling someone’s sexiness to the experience of others. Normal, courteous, mutually respectful, pleasant, non-coercive interactions between employees, including men and women, that is acceptable 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. Examples of benefits which range from promoting, better working hours, etc., are directly linked to compliance with sexual advances. Therefore, only someone in a supervisory capacity (with the authority to grant such benefits) can engage in quid pro quo harassment. Example: A supervisor promises an employee a raise if she goes on a date with him; a manager telling an employee she will fire him if he does not have sex with her.

2. “Hostile work environment,” where the harassment creates an offensive and unpleasant working environment. Hostile work environment can be created by anyone in the work environment, whether it is supervisors, other employees or customers. Hostile environment harassment consists of verbal harassment of a sexual nature, unwelcome sexual materials, or even unwelcome physical contact as a regular part of the work environment.

Cartoons or posters of a sexual nature, vulgar or lewd comments or jokes, or unwanted sexual advances in all forms fall into this category. For further information please refer to the EEOC’s website at www.eeoc.gov or call the EEOC Publications Distribution Center at 800-359-6091, 800-800-3302 (TTY).

Sexual orientation harassment: Sexual harassment includes harassment based on sexual orientation. Sexual orientation harassment is verbal or physical conduct that is directed at an individual because of his/her sexual orientation and that is sufficiently severe, pervasive, or persistent as to so as to create an hostile or work environment. Romantic/sexual relationships between superior and subordinate: Substantial risks of sexual harassment (including sexual orientation) are involved even in seemingly consensual romantic/sexual relationships where a power differential exists between the involved parties.

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

1. Unwanted sexual advances;
2. Offering employee benefits in exchange for sexual favors;
3. Making or threatening reprimands after a negative response to sexual advances;
4. Verbal sexual advances or propositions;
5. Displaying sexually suggestive objects, pictures, cartoons or posters (include by electronic means);
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The complaint must be addressed to the Campus Director, Associate Campus Director/Director of Campus Operations, or other manager who will immediately report such complaint to an Executive Vice President or President or Corporate Counsel. Corporate Counsel, in the judgment of the Campus Director, Associate Campus Director/Director of Campus Operations, or other manager will then determine how to investigate the complaint and present the findings and recommendations to an Executive Vice President or President.

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

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

2. If the circumstances warrant an investigation, Rasmussen will inform the person complained against of the name of the person making the complaint as well as of the substance of the complaint. The College will be in communication with the complainant to determine what is necessary to resolve the complaint or a make a recommendation. If it is necessary for the College to talk to any other person other than those involved in the complaint, they will do so only after informing the complaining person and the complainant.

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

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

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

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

a. 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.

Following receipt of the report, the Campus Director or Associate Campus Director/Director of Campus Operations will report their findings to an Executive Vice President or President with appropriate recommendations and may take further action as they deem necessary, including the initiation of disciplinary proceedings.

Formal Complaints by Students and Employees
b. A formal complaint of sexual harassment must include a written statement, signed by the complainant specifying the specific instance of sexual harassment. The statement may be prepared by the complainant or by an advisor as a record of the complaint. For further information please refer to the EEOC’s website at www.eeoc.gov or call the EEOC Publications Distribution Center at 800-359-6091, 800-3302 (TTY).
It is a violation of Rasmussen's policies to retaliate against anyone who makes a good faith claim of a suspected violation of its policies about inappropriate behavior or participates in an investigation. Complaints of retaliation (actual, threatened or feared) should be directed to the Campus Director.

Complaint Process. If a party to a complaint does not agree with its resolution, that party may appeal to Corporate Counsel.

**Recommended Corrective Action**

The purpose of any recommended corrective action to resolve a complaint will be to correct or to remedy the injury, if any; to the complainant and to prevent further harassment. Recommended action may include counseling; a written or verbal reprimand of the harasser; suspension, dismissal, demotion, or transfer of the harasser; a change of grade or other academic record for a student who has been the victim of harassment; or other appropriate action.

Any action to suspend or to dismiss a member of the staff or faculty is solely within the authority of the Campus Director, Regional Vice President, Executive Vice President, President, or the Chief Executive Officer.

**False Charges**

If it is determined in any way that a complaint was made by an employee or a student with the knowledge that the facts were false, an Executive Vice President or President will be notified. The Executive Vice President or President may recommend appropriate disciplinary action, up to and including suspension from the College or termination of employment or enrollment.

**Sexual Violence**

Rasmussen College expects that all employees and students will conduct themselves in a responsible manner that shall protect the interests of others and the community at large. The same behavioral standards apply to all individuals. As part of the larger community we are subject to, abide by, and support federal, state and local statutes and ordinances regarding criminal sexual conduct.

Sexual assault is an act of aggression and coercion, not an expression of sexual intimacy. We will do whatever possible to offer safety, privacy, and support to the victim/survivor of sexual assault. Helping the victim/survivor look at options for reporting the assault and taking care of herself/himself is the immediate concern of the College. The College will not discriminate against any victim/survivor in contacting an appropriate agency if such assistance is desired. If the assault takes place at any Rasmussen College facility, the victim/survivor should immediately contact the Campus Director, Associate Campus Director/Director of Campus Operations, Regional Vice President, Executive Vice President or President. Administrators are not to reveal the name of the complainant unless he/she chooses to be identified.

The administrative office at each Campus shall, at all times, have readily available the name(s) of local law enforcement agencies and sexual assault centers that are to be called for immediate help.

If the assault occurs outside the College or at other Rasmussen College facilities, the victim/survivor should immediately contact, or have a friend contact, the local law enforcement and sexual assault center. If the incident victim/survivor should notify the Campus Director or Associate Campus Director/Director of Campus Operations of the College. Further, in either case, the victim/survivor should do the following:

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

**VICTIMS’ RIGHTS UNDER SEXUAL ASSAULT POLICY**

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

1. The victim is aware that criminal charges can be made with local law enforcement officials;
2. The prompt assistance of campus administration, or Rasmussen management at the request of the victim, in notifying the appropriate law enforcement officials of a sexual assault incident;
3. A sexual assault victim’s participation in and the presence of the victim’s attorney or other support person at any campus or college facility disciplinary proceeding concerning a sexual assault complaint, consistent with laws relating to data practices;
4. The complete and prompt assistance of campus administration, or Rasmussen management at the direction of the law enforcement authorities, in obtaining, securing, and maintaining evidence in connection with a sexual assault incident;
5. The assistance of campus administration, or Rasmussen management in preserving, for a sexual assault complaint or victim, materials related to the campus disciplinary proceeding;
6. The assistance of campus and/or other Rasmussen personnel, in cooperation with the appropriate law enforcement authorities, at the victim’s request, in assisting the victim in shielding the victim from unwanted contact with the alleged assailant, including transfer of the victim to alternate classes; and
7. Further information can be obtained from the following sources:
   - Illinois Department of Human Rights
   - Illinois Attorney General
   - Illinois Attorney General’s website
   - Illinois Attorney General’s website
   - Illinois Attorney General’s website
   - Illinois Attorney General’s website

**Drug-Free School and Workplace**

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

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

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

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

In compliance with the law, this institution will make a good faith effort to maintain a drug- and alcohol-free college and workplace through implementation of the preceding policy and will establish and maintain a drug- and alcohol-free awareness program. Fact sheets associated with unlawful use, possession or distribution of illicit drugs and alcohol may be obtained from the College. Other appropriate agency.

The College will notify the student of the time and place where the records may be inspected.

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

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

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that the FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests.
Family Educational Rights and Privacy Act (FERPA) (Continued)

A school or a person employed by the institution in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff) may disclose FERPA records to another school or company with whom the institution has contracted (such as an attorney, auditor, or collection agent); or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review the information in order to fulfill his or her professional responsibilities.

4. The right to disclose – without the written consent or knowledge of the student or parent – personally identifiable information from the student’s education records to the Attorney General of the United States or to his/her designee in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes specified in sections 2332g(b)(5)(B) and 2331 of title 18, U.S. Code. In addition, the institution is not required to record the disclosure of such information in the student’s file.

Further, if the institution has provided this information in good faith in compliance with an ex parte order issued under the amendment it is not liable to any person for the disclosure of this information.

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

a. Grand Jury Subpoenas – The institution may disclose education records to the entity or persons designated in a Federal Grand Jury Subpoena. In addition, the court may order the institution not to disclose to anyone the existence or context of the subpoena or the institution’s response.

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

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

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

7. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the institution or company with whom the institution has contracted (such as an attorney, auditor, or collection agent); or a student serving on an official 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 the information in order to fulfill his or her professional responsibilities.

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If the grievance is still not resolved, students should contact the Campus Director for their campus. 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 also contact:

- Illinois Board of Higher Education 431 East Adams, 2nd Floor Springfield, Illinois 62701-1404 Phone: (217) 782-2551
- State of Wisconsin Educational Approval Board 30 West Millin Street Madison, WI 53708-8096 (608) 266-1996
- The Higher Learning Commission (www.higherlearningcommission.org), a commission of the North Central Association of Colleges and Schools, 30 North La Salle Street, Suite 2400 Chicago, IL 60602-2504 (312) 263-0496

Appeal Procedure

Rasmussen College recognizes the rights of applicants, students, graduates, former students, and other parties to matters relating to the College as they relate to due process in matters of alleged violation of policies, procedures, and guidelines of the institution. Individuals who feel they have been unfairly treated can request the Campus Director to hear their grievance.

If individuals wish to appeal a decision or request a hearing for any other perceived violation of rights, written statements of appeal must be submitted to the Chief Academic Officer and/or the Vice President of Region 1 within 15 calendar days of the date in question. Response will be given within 30 days.

Arbitration

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

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

Disclosure Policy

Availability of financial information regarding the College may be requested from the Chief Financial Officer.

Statement of Ownership

Rasmussen College – Rockford is owned by Ras – St. Cloud, Inc., a wholly owned subsidiary of Rasmussen College, Inc.

Corporate Officers:

J. Michael Locke, President, Secretary
- Kristi A. Waite, Executive Vice President,
- Susan Falotico, Executive Vice President,
- Assistant Secretary

ACADEMIC INFORMATION
Accreditation, Licensing & Approvals

Accreditation:
Rasmussen College is accredited by The Higher Learning Commission (www.higheredlearningcommission.org), and is a member of The North Central Association of Colleges and Schools (NCA) 30 N. La Salle Street, Suite 2400, Chicago, IL 60602-2594, (800) 621-7440 or (312) 263-0456; www.ncahlc.org
The Rasmussen College Health Information Technician program at the Brooklyn Park, Eagan, Eden Prairie, Mankato, and St. Cloud campuses is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

• Commission on Accreditation for Health Informatics and Information Management Education
  233 N. Michigan Ave.,21st Floor
  Chicago, IL 60601-5800
  (312) 233-1100

The Medical Assisting program at the Brooklyn Park, Mankato, and St. Cloud campuses is accredited by the Commission on Accreditation for Allied Health Education Programs (www.caahp.org) upon the recommendation of the Curriculum Review Board of the American Association of Medical Assistants Endorsement (CR-AMAAE).

• Commission on Accreditation of Allied Health Education Programs
  1361 Park Street
  Clearwater, FL 33756
  (727) 210-2350

Licensing:
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 educational programs may not serve the needs of every student or employer.

• Illinois Board of Higher Education
  431 East Adams, 2nd Floor
  Springfield, Illinois 62701-1604
  Phone: (217) 782-2551

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

• State of Wisconsin Educational Approval Board
  30 West Mifflin Street
  Madison, WI 53708-8696
  (608) 266-1996

Approved For:
• Veterans' Benefits by the Illinois State Approving Agency

Standards of Satisfactory Progress For Institutional and Financial Aid Guidelines

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

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

Definition of an Academic Year is a Minimum Of:
36 Quarter Credits
30 Weeks

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

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

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

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

The following will not be considered as credits successfully completed or earned: F/FPA, U/U N , W/WD, I/IIN . In addition, Foundations courses are not included in the maximum number of credits attempted or successfully completed toward completion of the degree when assessing satisfactory progress. Students who fail a class are allowed to repeat the class one time. The credits are counted in the financial aid award. Students who wish to repeat a course, and have earned above a failing grade, are responsible for paying for the class out of pocket in this instance. These credits cannot be included in the student's financial aid award. Failed course credits count as credits attempted that are not earned. If a student repeats a failed course, the failing grade will be removed and replaced with the grade from the course when repeated and the student's CGPA will be recalculated to reflect the new letter grade.

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

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

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

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

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

Courses dropped during the drop/add period do not count toward CCR.
Central Office

Kristi A. Waite, President, Rasmussen College
B.A., Concordia University

J. Michael Locke, Chief Executive Officer, Rasmussen College, Inc.
J.D., Harvard University
M.B.A., Northwestern University
B.A., DePaul University

Susan Falotico, Executive Vice President of Finance
M.B.A., University of Central Florida
B.A., Rutgers University

John Woods, Vice President of Academic Affairs
Ph.D., Bowling Green State University
M.A., B.A., Carleton University – Canada

Patrick Branham, Vice President of Finance
M.B.A., University of Chicago
CPA, B.S., Illinois State University

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

Tawnie L. Cortez, Vice President of Region 1
B.A., Montana State University

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

Greg Finkelstein, Vice President of Marketing and Employee Recruiting
B.S., Tulane University

George Fogel, Vice President of Compliance and Financial Services
M.B.A., University of Chicago
B.A., DePaul University

Michelle Maack Friederichs, Director of Health Science Educational Compliance
Ed.D., St. Mary’s University
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Robin Gennell, Director of Personal Support Center
A.A., Brevard Community College

Cynthia Glewwe, RHIA
Health Information Technician Manager and Curriculum Coordinator
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Jeff Hagi, National Director of High School Recruitment
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Tami Hanson, National Director of Career Services
B.A., University of Minnesota

Blaine Johnson, National Director of Technology Admissions
B.S., Troy University

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

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

Jim Maza, Chief Information Officer
M.S., DePaul University
B.S., DeVry University

Craig Pines, Executive Vice President
B.S., Indiana University

Eric Rasmussen, Vice President of Region 4
B.S., University of Minnesota

Scott R. Reimer, Chief Accounting Officer
CPA, B.S., St. John’s University

Matthew Segaard, Chief Academic Officer
Ph.D., University of Minnesota
M.A., Ohio University
M.A., B.A., Bowling Green State University

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

Britt Sundberg, Director of Student Recruitment
B.S., Montana State University

Larry A. Waite, Vice President of Real Estate
M.A., University of St. Thomas
B.S., Metropolitan State University

Shawn Walden, Vice President of New Campuses
B.S., Emporia State University

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B.M.E., Central Missouri State University

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Matthew Segaard, Chief Academic Officer
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Emily O’Connos, System Library Director
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Tracy Youngblom, Manager of Academic Programs
M.F.A., Warren Wilson College

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B.A., University of St. Thomas

Brooks Doherty, Academic Dean
M.A., University College London
B.A., University of Minnesota

Pam Justick, Academic Dean
M.B.A., University of Wisconsin – Oshkosh
B.S., University of Wisconsin – Madison

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M.S., Minnesota State University – Mankato
B.S., Mankato State University

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Seth Grimes, Academic Dean
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RockAnne Best, Campus Director
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B.A., St. Olaf College

Erin Green-Grom, Director of Campus Operations
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Patty Sagert, Campus Director
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Lamont Allen, Director of Campus Operations
B.A., University of Wisconsin - Madison

Scott Borley, Campus Director
M.A., M.S.W., University of Wisconsin – Milwaukee
B.S., University of Wisconsin – Green Bay

Dwayne Bertotto, Campus Director
B.S., University of Wisconsin – Superior

Jodi Black, Director of Campus Operations
M.Ed., Ohio University
B.S., University of Wisconsin

Chad Wick, Associate Campus Director
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Liz Rian, Campus Director
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Robin Robateck, Associate Campus Director
M.B.A., Concordia University

Donald J. Devito, Jr., Campus Director
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School of Allied Health

Bradley Moore, RN, Director, School of Allied Health
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Diploma, St. Cloud Technical College
Certificate of Surgical Technology - State of Minnesota
Pre-Nursing, St. Cloud State College

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D.C., Northwestern College
B.S., Northwestern College of Chiropractic
Acupuncture Certificate, Northwestern College
Pediatric Certificate, Feline International Chiropractic - Pediatric Association

Phil Gore
Brooklyn Park

Aaron Mullally, EPC
Brooklyn Park

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Deborah Honstad, RHIA
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Beth Salo
Eagan

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B.A., Drake University

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A.A.S., Fox Valley Technical College
Diploma, Lakeshore Technical College

Angela Mason, CMA, Medical Assisting Program Coordinator
Diploma, Century College

Heather Zink, MT (ASCP)
Medical Laboratory Technician Program Coordinator
B.S.M.T., Ohio Northern University
B.S., Ohio Northern University

Laurie Bjerklie, MT (ASCP)
Medical Laboratory Technician Program Coordinator
B.S., University of North Dakota

Cheryl Bushell
M.A., Western Michigan University
B.S., Central Michigan University
A.A.S., Rasmussen College

Eunice Carlson
B.S., St. Scholastica

Kathy Carson, RHIA
A.A.S., Western Wisconsin Tech College

Amelia Fude, CMA
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Laurette Hendrickson, RN, Medical Assisting Program Coordinator
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A.A., Rochester Community College

Darla Hiller Kellner
B.A.S., University of Minnesota - Dubuque

Mary Tilley, CMT
Certification, Sister Rosalind Gefre School of Massage

Cassie Woodward, CMT
A.A.S., Riverland Community College
Certification, Sister Rosalind Gefre School of Massage

John Davis, MD
M.D., University of Illinois College of Medicine, Poria
B.S., University of Illinois College of Medicine, Champaign

Terese Sartino-Dreger
MT License, State of Illinois

Denise Van Fleet, RHIA
Rockford

Health Information Technician Program Coordinator
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B.S., Illinois State University

Christian Wright, DC
D.C., B.S., National University of Health Sciences

Pam Christianson, CMA, Medical Assisting Program Coordinator
B.S., St. Cloud State University
A.A., Cambridge Community College

Lori Groinins, Surgical Technologist Program Coordinator
B.S., St. Cloud State University

Lori Keppers
Pharm.D., University of Minnesota – Twin Cities

Sara Rowe
B.S., St. Cloud State University

Janice Smith, CMT
Diploma, Touch of Life School of Massage

Carmen Price
M.B.C., University of St. Thomas

Online
### School of Business

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<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
<th>Location</th>
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<tbody>
<tr>
<td>Lerris Cooper</td>
<td></td>
<td>Brooklyn Park</td>
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<tr>
<td>B.S., University of Akron</td>
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<tr>
<td>Soma Jurgensen</td>
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<tr>
<td>Ronald Myszkowski</td>
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<td>M.B.A., University of St. Thomas</td>
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<tr>
<td>B.S., University of Michigan - Ann Arbor</td>
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<tr>
<td>Kari Gritter, CPA</td>
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<tr>
<td>B.S., University of Wisconsin - Stout</td>
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<td>Tom Servais</td>
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<td>Daniel Deschaine</td>
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<td>Jackie Lemke</td>
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<td>Gabriel Stenzel</td>
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<td>Margaret Stenzel</td>
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<td>Matt Gargano</td>
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<tr>
<td>Linda Beuning</td>
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<tr>
<td>Tom LeNeau, CPA</td>
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<tr>
<td>M.B.A., Arizona State University</td>
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<td>Gregor Rolek</td>
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<td>Luke Seifert</td>
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<tr>
<td>J.D., William Mitchell College of Law</td>
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<td>Peggy Sullivan</td>
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<td>Marty Toole</td>
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<tr>
<td>Jenny Ekern</td>
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<tr>
<td>M.A., University of Wollongong, NSW Australia</td>
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<tr>
<td>William Hire, MCP</td>
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<td>Kim Idso</td>
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<td>Sherry Kamrowski</td>
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<tr>
<td>Gina Larson</td>
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<tr>
<td>Kathy Sauer, CPA</td>
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### School of Education

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<tr>
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<tbody>
<tr>
<td>Beverly Bauman</td>
<td>Early Childhood Education Department Chair</td>
<td>Twin Cities</td>
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<tr>
<td>M.Ed., St. Cloud State University</td>
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<tr>
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<tr>
<td>Cecelia Westby</td>
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<tr>
<td>Amy Harms Hoad</td>
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<td>Michelle Beedle</td>
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### School of Justice Studies

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<tbody>
<tr>
<td>Carie Ann Potenza,</td>
<td>Director, School of Justice Studies</td>
<td>Eden Prairie</td>
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<tr>
<td>M.A., Rutgers University</td>
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<td>Leslie Palmer</td>
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<tr>
<td>Mike Server, Law Enforcement POST Coordinator</td>
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### School of Nursing

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<th>Name</th>
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<tbody>
<tr>
<td>Bradley Moore, RN</td>
<td>Director, School of Nursing</td>
<td>Orlando</td>
</tr>
<tr>
<td>B.S.N., University of South Alabama</td>
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<tr>
<td>Cheryl Pratt, RN</td>
<td>Regional Director of Practical Nursing</td>
<td>Mankato</td>
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<tr>
<td>M.A., Nursing College of St. Scholastica - Duluth</td>
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<td>B.S.N., Winona State University</td>
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<tr>
<td>Ruth Furan, RN</td>
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<td>Mankato</td>
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<tr>
<td>B.S.N., B.S., Minnesota State University – Mankato</td>
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<tr>
<td>Pamela Stellmach, RN</td>
<td>Associate Director of Nursing</td>
<td>St. Cloud</td>
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<tr>
<td>B.S., St. Cloud State University</td>
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</table>
School of Technology and Design

Hap Aziz, Director, School of Technology and Design
M.S., Nova Southeastern University
B.A., Rollins College

Orlando

Eden Morcho
B.A., University of St. Thomas
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Brooklyn Park

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B.S., Northern Illinois University

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Thom Kuss

Rockford

Elizabeth Leake
B.F.A., University of Illinois – Urbana-Champaign

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Robert Reavan
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Rockford

James Alberts
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Anita Hendrickx
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St. Cloud

Mark Kroska, MCP

St. Cloud

Kristy Mize
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Tom Wieber
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B.S., Alcorn State University

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A.A.S., Austin Community College

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A.A., Rock Valley College

Rockford

Ellie Etminan
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A.A.S., Rock Valley College

Rockford

Susan May
B.A., University of Northern Iowa

Rockford

Erin Wertman
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Tim Whitham
J.D., John Marshall Law School
B.A., Moody Bible Institute
A.A., College of DuPage

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B.A., University of Wisconsin – Eau Claire

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M.S., Capella University
B.A., Columbia University

Online

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B.S., University of Wisconsin – River Falls

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M.A., B.A., University of Northern Iowa

Brooklyn Park

Andre Koen
M.A., University of St. Thomas
B.A., North American University

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Academic Support Coordinator - Tutoring Services
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Matt Rasmussen
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B.A., Gustavus Adolphus

Brooklyn Park

Sabine Meyer, Campus General Education Coordinator
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Ph.D., University of Minnesota
M.A., University of Kassel

Eagan

Valerie Barbaro, Mentor Center Coordinator
Eagan

M.F.A., Emerson College
B.A., University of Minnesota

Eagan

Kathleen Messerli
Eagan

M.A., University of Iowa
B.A., Iowa State University

Eagan

Elizabeth Otto
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M.A., Northern Illinois University
B.A., Bradley University

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Wendy Roberts, Mentor Center Coordinator
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B.A.A., University of Minnesota - Duluth

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B.A., St. Johns University

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B.A., South Dakota State University

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B.S., Alabama A & M University

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B.A., Michigan State University

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M.A., St. Cloud State University
B.A., University of Minnesota

St. Cloud

Nissa Dalager
M.Ed., University of Minnesota
B.A., Macalaster College

Online
### Administrative Support

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Location</th>
</tr>
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<tbody>
<tr>
<td>Jean Duerr</td>
<td>Registrar</td>
<td>Brooklyn Park</td>
</tr>
<tr>
<td>Susan Roberts</td>
<td>Receptionist</td>
<td>B.S., Illinois State University</td>
</tr>
<tr>
<td>Emily Strande</td>
<td>Administrative Assistant</td>
<td>Brooky Park</td>
</tr>
<tr>
<td>Deborah Glaser</td>
<td>Administrative Assistant</td>
<td>Eagan</td>
</tr>
<tr>
<td>Katie Loachning</td>
<td>Administrative Assistant</td>
<td>Eagan</td>
</tr>
<tr>
<td>Lisa Rymer</td>
<td>Schedule Coordinator</td>
<td>Eagan</td>
</tr>
<tr>
<td>Barbara Bryant</td>
<td>Administrative Assistant</td>
<td>Eden Prairie</td>
</tr>
<tr>
<td>Liza Flinton</td>
<td>Administrative Assistant</td>
<td>Eden Prairie</td>
</tr>
<tr>
<td>Kathy Collins</td>
<td>Administrative Assistant</td>
<td>Green Bay</td>
</tr>
<tr>
<td>Dave Thomson</td>
<td>Administrative Assistant</td>
<td>Green Bay</td>
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<tr>
<td>Lynnette Butler</td>
<td>Administrative Assistant</td>
<td>Lake Elmo</td>
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<tr>
<td>Daniel Hanson</td>
<td>Administrative Assistant</td>
<td>Lake Elmo</td>
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<tr>
<td>Marianne Michelson</td>
<td>Administrative Assistant</td>
<td>Lake Elmo</td>
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<tr>
<td>Vickie Miller</td>
<td>Administrative Assistant</td>
<td>Mankato</td>
</tr>
<tr>
<td>Shae Penkert</td>
<td>Administrative Assistant</td>
<td>Rockford</td>
</tr>
<tr>
<td>Dawn Sellner</td>
<td>Administrative Assistant</td>
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<td>Lisa Taylor</td>
<td>Administrative Assistant</td>
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<td>Margarita Greenberg</td>
<td>Administrative Assistant</td>
<td>Rockford</td>
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<tr>
<td>Jeanne Ligocki</td>
<td>Administrative Assistant</td>
<td>Rockford</td>
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<tr>
<td>La Rita Callahan</td>
<td>Executive Academic Assistant</td>
<td>St. Cloud</td>
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<tr>
<td>Dawn Sellner</td>
<td>Administrative Assistant</td>
<td>A.A.S., Rasmussen College</td>
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<td>Stacy LaVigne</td>
<td>Schedule Coordinator</td>
<td>St. Cloud</td>
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<td>Cindy Ramler</td>
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<td>Amy Wentland</td>
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<tr>
<td>Joanne M. Larson</td>
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<tr>
<td>Polly Pfost</td>
<td>Administrative Assistant</td>
<td>B.A., University of Minnesota</td>
</tr>
<tr>
<td>Rachel Ruch</td>
<td>Registrar</td>
<td>Dickinson College</td>
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### Career Services

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Amy Rico</td>
<td>Career Services Advisor</td>
<td>Brooklyn Park</td>
</tr>
<tr>
<td>Tina Thompson</td>
<td>Career Services Advisor</td>
<td>B.S., University of Minnesota</td>
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<tr>
<td>Kelsey Kennedy</td>
<td>Career Services Advisor</td>
<td>Eden Prairie</td>
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<tr>
<td>Katie Mons</td>
<td>Career Services Advisor</td>
<td>Mankato</td>
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<tr>
<td>Summer Elgin</td>
<td>Career Services Advisor</td>
<td>St. Cloud</td>
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<tr>
<td>Pam Macintosh</td>
<td>Employer Relations Specialist</td>
<td>St. Cloud</td>
</tr>
<tr>
<td>Meghana Shroff</td>
<td>Career Services Advisor</td>
<td>B.A., Illinois School of Professional Psychology</td>
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### Admissions

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Lori Kaiser</td>
<td>Director of Admissions</td>
<td>Brooklyn Park</td>
</tr>
<tr>
<td>Randy Rodin</td>
<td>Director of Admissions</td>
<td>Brooklyn Park</td>
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<tr>
<td>Jon P. Peterson</td>
<td>Director of Admissions</td>
<td>Eagan</td>
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<tr>
<td>Jeff Lust</td>
<td>Director of Admissions</td>
<td>Eagan</td>
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<tr>
<td>Juliana Klocek</td>
<td>Director of Admissions</td>
<td>Eden Prairie</td>
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<tr>
<td>David Tan</td>
<td>Director of Admissions</td>
<td>Green Bay</td>
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<td>Kathy Clifford</td>
<td>Director of Admissions</td>
<td>Mankato</td>
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<tr>
<td>Michael Plocinski</td>
<td>Director of Admissions</td>
<td>Rockford</td>
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<tr>
<td>Andrea Peters-Swenson</td>
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<td>St. Cloud</td>
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<td>Sharon Richardson</td>
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### Student Financial Services

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<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Debora Murray</td>
<td>National Director of Student Financial Services</td>
<td>Twin Cities</td>
</tr>
<tr>
<td>Angie Franke</td>
<td>Manager of Student Financial Services – Region 2</td>
<td>A.A.S., Rasmussen College</td>
</tr>
<tr>
<td>Steve Yang</td>
<td>Director of Student Financial Services</td>
<td>Brooklyn Park</td>
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<tr>
<td>Randi Halloway</td>
<td>Financial Aid Officer</td>
<td>Brooklyn Park</td>
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<tr>
<td>Tina Luke</td>
<td>Financial Planning Coordinator</td>
<td>Brooklyn Park</td>
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<tr>
<td>Meena Moua</td>
<td>Student Accounts Manager</td>
<td>Mankato</td>
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<tr>
<td>Tammy Nowacki</td>
<td>Financial Planning Coordinator</td>
<td>Eagan</td>
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<tr>
<td>Jennifer Thorud</td>
<td>Financial Planning Coordinator</td>
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<tr>
<td>Peter Rasmussen</td>
<td>Director of Student Financial Services</td>
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<tr>
<td>Shoua Chao</td>
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<tr>
<td>Jamie Hauer</td>
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<td>Chayleen Marquis</td>
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<td>Shaied Marley</td>
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<tr>
<td>Grace Munyakazi-Umumoni</td>
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<td>Ann Qaudle</td>
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<td>Aleigha Nystuen</td>
<td>Financial Planning Coordinator</td>
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<td>Jaime Radcliffe</td>
<td>Financial Planner</td>
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<td>Tara Scott</td>
<td>Student Accounts Manager</td>
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<td>Kristine Witt</td>
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<td>Lue Yang</td>
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<tr>
<td>Jackie Rule</td>
<td>Student Accounts Manager</td>
<td>Green Bay</td>
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<tr>
<td>Matthew Wotruba</td>
<td>Financial Aid Officer</td>
<td>Green Bay</td>
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### College Faculty & Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Location</th>
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<tbody>
<tr>
<td>Meghana Shroff</td>
<td>Career Services Advisor</td>
<td>B.A., Illinois School of Professional Psychology</td>
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<tr>
<td>Amy Rice</td>
<td>Career Services Advisor</td>
<td>B.A., St. Norbert College</td>
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<tr>
<td>Tina Thompson</td>
<td>Career Services Advisor</td>
<td>B.S., University of Minnesota</td>
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<tr>
<td>Kelsey Kennedy</td>
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<td>Career Services Advisor</td>
<td>B.A., Illinois School of Professional Psychology</td>
</tr>
</tbody>
</table>

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**Rasmussen College • Illinois**
### Rasmussen College Library

**Emily O’Connor**, System Library Director  
M.S., Florida State University  
B.A., West Virginia Wesleyan College

**Dan Reeves**, Reference Librarian  
M.L.S., Dominican University  
B.A., Metropolitan State University  
B.A., Gustavus Adolphus College

**Amy Springer**, Reference Librarian  
M.L.I.S., Dominican University  
B.A., Gustavus Adolphus College

**Katherine Bessey**, Reference Librarian  
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B.A., University of Wisconsin – Green Bay

**Karen Eckberg**, Reference Librarian  
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B.A., Wisconsin State University

**Dennis Johnson**, Librarian  
M.A., Dominican University  
B.A., Winona State University

**Lisa Spiker**, Reference Librarian  
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B.A., Hamline University

**Mary Englar**, Library Assistant  
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B.A., Gustavus Adolphus College

**Cynthia Reynolds**, Reference Librarian  
M.L.I.S., University of Illinois  
B.S., Illinois State University

**Pat Greisman**, Reference Librarian  
B.A., St. Cloud State University

**Sara Stueve**, Reference Librarian  
M.L.S., University of North Texas  
B.A., St. Cloud State University

### Student Services

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B.A., Hamline University

**Shona Ramchandani**, Diversity Advisor  
B.S., University of Minnesota – Twin Cities

**Shawn Schulte**, Student Scheduler and Advisor  
B.S., University of Minnesota – Twin Cities

**Kevin McDermott**, Student Services Advisor  
B.A., University of Minnesota – Twin Cities

**Julio Vargas**, Student Services Advisor  
B.A., University of Wisconsin – Stout

**Bridget Spencer**, Student Services Coordinator  
B.S., Northern State University

**John Schwartz**, Student Services Advisor  
B.A., University of Wisconsin – Madison  
B.A., University of Wisconsin – Milwaukee  
A.A., A.S., Highland Community College

**Elizabeth Koenig**, Student Services Coordinator  
A.A.S., Rasmussen College  
A.S., Full Sail Real World Education

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B.S., University of Wisconsin - River Falls  
B.A., Hamline University  
B.S., National American University  
A.S., Rasmussen College  
B.A., Concordia University

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B.A., University of Wisconsin – Madison  
A.A.S., Rasmussen College  
B.A., Concordia College - Moorhead

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B.A., Carbage College

**Tammy Greig**, Student Accounts Manager  
Rasmussen College

**Travann Hayes**, Financial Planning Coordinator  
Rasmussen College

**Robert Hill**, Financial Planning Coordinator  
B.A., Mount Mercy College

**Carole Inderrieden**, Director of Student Financial Services  
St. Cloud Technical College

**Tina Anderson**, Financial Planning Coordinator  
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**Linda Claude**, Financial Aid Assistant  
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**Carol Dockendorf**, Financial Aid Officer  
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B.S., Concordia University  
A.S., Rasmussen College  
B.A., University of Northern Iowa

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B.S., Concordia University

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B.S., University of Northern Iowa

**Janda Brittian**, Student Accounts Manager  
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**Jennifer Duhnhar**, Financial Aid Officer  
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**Amber Gulickson**, Financial Planning Coordinator  
B.A., Concordia University

**Brianna Hupke**, Financial Planning Coordinator  
B.S., Iowa State University

**Lucie Van Horn**, Financial Aid Planner  
A.A., Kaufmannerische Berufschi-Germany

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B.A., Judson University  
A.A.S., Rockford Business College

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A.S., Rasmussen College

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B.A., St. Cloud State University

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A.S., Minneapolis Business College  
A.A.S., Rasmussen College

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B.A., Concordia University

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B.A., Hamline University  
B.A., University of Wisconsin – River Falls
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is accredited by The Higher Learning Commission,
(www.higherlearningcommission.org)
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The North Central Association
of Colleges and Schools.