Add program:
SCHOOL OF JUSTICE STUDIES
Human Services AS Degree
See page 14 of Addendum for more information.

Pg. 10 Pharmacy Technician AAS Degree
Major and Core Courses should read:
B119 Customer Service 4
B271 Professional Communication 4
D111 Computer Information Systems 3
E150 Success Strategies 4
E242 Career Development 2
G150 Structure and Function of the Human Body 4
M120 Medical Terminology 4
M223 Pathology I 4
M224 Pathology II 4
M230 Medical Law and Ethics 4
MA135 Pharmacology for the Allied Health Professional 4
PT105 Introduction to Pharmacy 4
PT120 Pharmacy Math and Dosages 4
PT125 Pharmacy Software / Automation / Insurance Billing 3
PT240 Unit Dose and Medication Preparation 3
PT280 Pharmacy Technician Capstone 2
S115 Keyboarding I 3

Natural Sciences category should read:
Natural Sciences (Select 1 course)
G215 Introduction to Human Biology 4
G239 Introduction to Astronomy 4
G245 Introduction to Geology 4

Pg. 15 Early Childhood Education AAS Degree
This program has been revised. See page 20 of Addendum for information on the following specializations:
Child and Family Studies Specialization
Child Development Specialization
English Language Learner Specialization
Special Needs Specialization

Pg. 15 Early Childhood Education Certificate
Major and Core Courses should read:
D111 Computer Information Systems 3
E150 Success Strategies 4
E242 Career Development 2
EC100 Foundations of Child Development 4
EC110 Early Childhood Education Curriculum And Instruction 4
EC120 Health, Safety, and Nutrition 4
EC170 Early Childhood Education Externship 6
EC171 Early Childhood Education Externship II 6
EC172 Early Childhood Education Externship III 6
Total credits 39*

Pg. 16 Criminal Justice AAS Degree
Objective should read:
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. Graduates value critical thinking, communication, diverse perspectives, technology and information literacy, and integrity in the criminal justice system.

Pg. 16 Criminal Justice AAS Degree
A Psychology Specialization has been added to this program. See page 23 of Addendum for information on the following specialization:
Psychology Specialization

Pg. 18 Information Systems Management AAS Degree
N271, N272, W122, and W222 should read:
N274 SQL Server Administration 3
N275 SQL Server Development 3
W125 Introduction to Visual Basic 3
W201 Advanced Visual Basic 3

Healthcare Management BS Degree
See page 24 of Addendum for information on this program.
Accounting BS Degree
See page 27 of Addendum for information on this program.

Business Administration BS Degree
See page 30 of Addendum for information on this program.
COURSE DESCRIPTIONS

REMOVE FROM THE “COURSE DESCRIPTIONS” SECTION:
CC151A Foundations of Child Development (pg. 22)
CC152 Early Childhood Education Curriculum and Instruction (pg. XX)
CC153A Health, Safety, and Nutrition (pg. 22)
CC154A Observing and Promoting Development in the Early Childhood Classroom (pg. 22)
CC155 Creating a Learning Environment (pg. 22)
CC156 Implementing Curriculum in the Early Childhood Classroom (pg. 22)
CC258A Infant and Toddler Development (pg. 22)
CC259 Dynamics of the Family (pg. 22)
CC260A The Exceptional Child (pg. 22)
CC261A Emerging Literacy Through Children’s Literature (pg. 22)
PT110 Pharmacology (pg. 29)
PT235 Pharmacy Technician Practicum I (pg. 29)
PT236 Pharmacy Technician Practicum II (pg. 29)

CHANGE “COURSE DESCRIPTIONS” SECTION TO READ:
G221 Introduction to Statistics (pg. 23)
Course description should read:
The general education statistics course provides students with an opportunity to acquire a reasonable level of statistical literacy and thus expand their base for understanding a variety of work-related, societal, and personal problems and statistical approaches to solutions of these problems. The main objective of the course is the development of statistical reasoning. Detailed techniques of statistical analysis and the mathematical development of statistical procedures are not emphasized.

Prerequisite should read:
Prerequisite: Passing grade in Foundations coursework or placement determined by placement test score.

J100 Introduction to Criminal Justice (pg. 23)
Prerequisite should read:
Prerequisite: none

J116 Case Management (pg. 23)
Prerequisite should read:
Prerequisite: Introduction to Criminal Justice or Introduction to Human Services

J205 Juvenile Justice (pg. 24)
Prerequisite should read:
Prerequisite: Introduction to Criminal Justice or Introduction to Human Services

J211 Counseling Clients (pg. 24)
Prerequisite should read:
Prerequisite: Introduction to Criminal Justice or Introduction to Human Services

MA241 Human Anatomy and Physiology I (pg. 25)
Course description should read:
A study of the structure and function of the human body. A body system approach to learning will include the integumentary, skeletal, muscular, nervous, sensory, and endocrine systems. Students will complete laboratory exercises coordinated with course content and will include microscopic observation, experimentation, dissection activities and study of anatomical models.

MA230 Medical Assistant Externship (pg. 24)
Prerequisite should read:
Prerequisites: Laboratory Skills for Medical Assisting; all core medical classes completed
Note: During the MA Externship, the only course(s) a student should have in conjunction with the externship is Career Development and/or a General Education course, and these must be online due to the strict nature of an externship schedule.

N271 SQL Server 2005 Administration (pg. 27)
Course number and title should read:
N274 SQL Server Administration

N272 SQL Server 2005 Development (pg. 27)

June 2010
Course number, title, and prerequisite should read:

N275 SQL Server Development
Prerequisite: SQL Server Administration

N273 Business Intelligence Reporting (pg. 27)
Prerequisite should read:
Prerequisite: SQL Server Administration
NM211 Introduction to Computer Graphics (pg. 28)
Change spelling error in first sentence to read:
This course gives students an overview . . .

PL110 Introduction to Legal Research (pg. 28)
Prerequisite should read:
Co-requisite: Introduction to Law and the Legal System

PL219 Law Office Technology (pg. 29)
Prerequisite should read:
Prerequisite: Introduction to Law and the Legal System

PT230 Unit Dose/IV Lab (pg. 29)
Course number and title should read:
PT240 Unit Dose and Medication Preparation

W122 Introduction to Visual Basic 2005 (pg. 30)
Course number and title should read:
W125 Introduction to Visual Basic

W222 Visual Basic 2005 Advanced (pg. 30)
Course number, title, and prerequisite should read:

W201 Advanced Visual Basic
Prerequisite: Introduction to Visual Basic

ADD TO “COURSE DESCRIPTIONS” SECTION:
EC100 Foundations of Child Development
40 hours, 4 credits
This course will explore characteristics of children at different ages, children’s developmental needs, and the foundation of early childhood education. Students will learn the fundamentals of developmentally appropriate practice as it relates to child development, individual needs, building self-esteem in children, and using interpersonal skills and communication within the classroom and center. Students will study the function of the family, and the cultural, social, class, and ethnic variations in the family as a social system.

Prerequisite: none

EC110 Early Childhood Education Curriculum and Instruction
40 hours, 4 credits
This course promotes the development of young children in the academic, social, and emotional domains. It examines developmentally appropriate methods for writing and assessing behavioral objectives, lesson plans, and activity goals. Various curriculum models will be reviewed.

Prerequisite: none

STRATEGIES TO ENHANCE PARENT AND FAMILY INVOLVEMENT WILL BE EMPHASIZED.

Prerequisite: none

EC120 Health, Safety, and Nutrition
40 hours, 4 credits
This course examines the role of early childhood professionals working in the field via the policies and procedures governed by the state. Students will learn guidelines for establishing safe environments. They will also learn strategies for implementing health policies, controlling disease, establishing proper nutrition, and responding to children’s special health concerns. Students will carry out a 2-hour field observation in the field of education.

Prerequisite: none

EC170 Early Childhood Education Externship
180 hours, 6 credits
Under externship supervision, the student will observe and implement developmentally appropriate practices while interacting with children and families.

Prerequisite: none

EC171 Early Childhood Education Externship II
180 hours, 6 credits
Students continue their externship experience in an early childhood setting. The focus is on developmentally appropriate practices and leadership.

Prerequisite: Early Childhood Education Externship

EC172 Early Childhood Education Externship III
180 hours, 6 credits
Students will complete their externship experience in an early childhood setting. The focus is on developmentally appropriate practices and leadership.

Prerequisite: Early Childhood Education Externship II

EC200 Observation and Assessment in Early Childhood Education
40 hours, 4 credits
Students will explore effective strategies for observation and assessment in early childhood education. They will understand the observation, assessment, and planning cycle and its impact on promoting children’s development.

Prerequisite: Early Childhood Education Externship III

June 2010
EC210 Infant and Toddler Development  
40 hours, 4 credits  
This course will provide the foundation for responsive, relationship-based curriculum for infants and toddlers in group care. This course will introduce the philosophy and theory behind primary care, continuity of care, and respectful care as it relates to brain and attachment research. Explores ways of creating environments for infant/toddler group care which foster optimum social/emotional, physical, and cognitive development.  
Prerequisite: none

EC211 Dynamics of the Family  
40 hours, 4 credits  
This course will focus on the dynamics of the family and the family’s influence on the growth and development of children. The history of family systems, child rearing, and parenting styles will be discussed. The course will explore issues that families of today face.  
Prerequisite: none

EC212 Emerging Literacy Through Children’s Literature  
40 hours, 4 credits  
This course covers the history, selection, and integration of literature and language in the early childhood curriculum. Topics include developmentally appropriate children’s literature and the use of books and other media to enhance language and literacy in the early childhood setting. Strategies for enhancing emerging literacy through techniques such as selecting appropriate books for storytelling, reading aloud, puppetry, and flannel-board use will also be emphasized.  
Prerequisite: none

EC220 Guiding Children’s Behavior  
40 hours, 4 credits  
Students will explore how to use guidance in the early childhood setting, with an emphasis on understanding why young children exhibit certain behaviors and how we can meet the child’s needs effectively and with support. Students will learn how to provide positive guidance to young children with challenging behavior.  
Prerequisite: Early Childhood Education Externship III

EC240 Introduction to English Language Learners  
40 hours, 4 credits  
Students will explore effective ways to adapt English language instruction to teach learners in our increasingly diverse population of young children and families. They will examine a range of communication styles, learning styles, and behaviors that affect English language teaching and learning. They will analyze the development of English language skills in all domains through social and cultural lenses.  
Prerequisite: Early Childhood Education Externship III

EC241 Language and Literacy Acquisition  
40 hours, 4 credits  
Students will examine how infant, toddler, preschool, and school-aged English language learners acquire language and literacy. They will be exposed to early childhood programs that support children’s home languages, and explore how to create an environment that sustains English Language Learners.  
Prerequisite: Early Childhood Education Externship III

EC242 Involving Parents of English Language Learners  
40 hours, 4 credits  
Students will explore how to engage and support family involvement for English Language Learners. They will examine methods for maintaining effective communication and developing strong relationships with the families of English Language Learners.
Prerequisite: Early Childhood Education Externship III

**EC243 Curriculum and Instruction for English Language Learners**
*40 hours, 4 credits*
Students will explore practical strategies in curriculum and instruction for English Language Learners. They will apply principles of developmentally appropriate practice in the context of educating dual language learners.

Prerequisite: Early Childhood Education Externship III

**EC250 Advocating for Special Needs Children**
*40 hours, 4 credits*
Students will explore current trends, resources and advocacy on behalf of young children with special needs. They will examine their role in supporting and advocating for young children with special needs and their families.

Prerequisite: Early Childhood Education Externship III

**EC251 The Inclusive Classroom**
*40 hours, 4 credits*
Students will learn strategies for promoting and supporting an inclusive classroom. They will analyze environmental restrictions and explore how to support young children with special needs in the early childhood setting.

Prerequisite: Early Childhood Education Externship III

**EC252 The Exceptional Child**
*40 hours, 4 credits*
This course is designed to explore the benefits of inclusion in the early childhood setting. Students will develop an understanding of exceptional development. Students will identify the parties relevant to exceptional development and their roles as resources in support of the child and their families.

Prerequisite: none

**EC253 Curriculum and Instruction for Special Needs Children**
*40 hours, 4 credits*
Students will explore how to adapt developmentally appropriate curriculum to support the development of children with special needs. They will learn strategies for effective partnering with other professionals and parents to ensure the achievement of developmental goals.

Prerequisite: Early Childhood Education Externship III

**EC290 Early Childhood Education Capstone**
*20 hours, 2 credits*
Students will integrate the knowledge and skills gained from coursework in the Early Childhood Education program. They will complete a capstone project that integrates knowledge and skills in child development, health and nutrition, curriculum and instruction, observation and assessment, and other areas relevant to the field.

Prerequisite: Early Childhood Education student in last or second-to-last quarter.

**HS100 Introduction to Human Services**
*40 hours, 4 credits*
Introduction to Human Services exposes the student to the many facets of human services work. Topics to be explored include programs, policies, history, politics, and how current economics shape programs. Human service intervention strategies utilized in daily practice are examined along with stresses faced in the workplace. Comparisons of human services systems from a variety of countries will also be examined.

Prerequisite: none

**HS110 Cultural Diversity in Human Services**
*40 hours, 4 credits*
This course will examine diversity in many communities and the cross-cultural service delivery available in those communities. Specific client populations will be explored, with an understanding of what cultural, physical, and mental diversity is and why it is important. Special attention will be paid to working with people of both mental and physical disabilities. Those disabilities include, but are not limited to, mental retardation, autism, and Asperger’s Syndrome.

Prerequisite: Introduction to Human Services

**HS115 Introductory Strategies to Crisis Intervention**
*40 hours, 4 credits*
This course sets the foundation for students to develop the morals, ethics, and attitude necessary to strategically help those in crisis situations. The values and ethics intrinsic to the human services profession will be explored, as well as developing interpersonal communication skills. Students will explore how human services professionals function as change agents and must therefore attain and develop a core of intervention knowledge, theory, and skills to
effectively deal with people in crisis. The ability to create
genuine and empathetic relationships with others is central
to those entering the human services field. Intervention
strategies are also explored.

Prerequisite: Introduction to Human Services

HS250 Organization and Leadership in Human
Services
40 hours, 4 credits
Working and managing within a human services
organization takes high morals, standards, and ethics.
Through this course, students will consider the complexity
of moral and ethical dilemmas in navigating and managing
in the human service industry. Students will learn decision-
making techniques to include the necessary components
for an ethical reasoning process. In order to have a strong
foundation of practice, students will learn to how to build
a strong ethical organization through culture, climate, and
structure.

Prerequisite: Case Management, Counseling Clients

HS260 Community Psychology
40 hours, 4 credits
Community Psychology focuses on the four systems which
function in a community: the mental health system, the
educational system, the criminal justice system, and the
social service system. As human service professionals,
students will analyze problems in these communities and
will evaluate individuals functioning in these systems,
offering both answers and proactive models of prevention.
Community psychology works toward the empowerment
of members within a community, while appreciating
diversity and understanding human behavior. Social
change will be examined as well as understanding that

setting or environment is as important as the individual in
it.

Prerequisite: Introduction to Psychology

HS280 Abnormal Psychology
40 hours, 4 credits
In this course students will understand the applied
discipline of abnormal psychology. In order to understand
and change abnormal patterns of functioning humans in
their communities, thoughts and behavior will be
examined. Students will explore what is abnormal behavior
and what is not in current society and cultures. Numerous
applications will be examined, including a variety of mental
health disorders, individuals who have difficulty
functioning effectively in everyday life, the impact of
family dysfunction on the individual, and the influence of
mental illness on criminal behavior. Variables that may
affect a person’s ability to adapt and function in a
community will be considered, such as one’s genetic
makeup, physical condition, learning, reasoning, and
socialization.

Prerequisite: Introduction to Psychology

HS290 Human Services Internship
260 hours, 9 credits
Field experience is a key learning experience in a human
services delivery organization. It is a process of experiential
learning that integrates the knowledge, theory, skills, and
professional behaviors that are concurrently being taught
within the classroom. It is an integral part of the total
educational process.

Prerequisite: Students must be in their last or second to
last quarter before graduation.
Add policy:
2+2 Matriculation
Students who have completed an associate’s degree from an accredited institution may enroll in a Rasmussen College bachelor’s degree in the same program area (i.e., business degrees are required for business, accounting for accounting, criminal justice / law enforcement for criminal justice) with immediate junior-level standing. A block of 90 quarter credits for graduates from other accredited institutions or the number of credits earned from Rasmussen College graduates—minus any credits needed because of prerequisites or program emphasis that are lacking—will be posted in the student’s academic transcript upon enrollment. Students who have not completed emphasis courses or prerequisite courses for junior- or senior-level coursework may be required to complete the emphasis courses or prerequisites, depending on the applicability of their prior coursework. Students must complete the required number of total credits, including all emphasis credits, to graduate from the bachelor’s degree program.

Add policy:
Medical Assisting Program Enrollment
Beginning in April 2010 students will be able to enroll in the Medical Assisting Program four times per year – in January, April, July, and October. Enrollment will be limited to 25 full-time students each quarter in the Medical Assisting Program. Students must complete their Medical Assisting cohort courses during the day; foundations and general education courses may be taken online or in the evening. In order to ensure appropriate progression through the program, Medical Assisting Students must maintain a schedule of at least three courses per quarter unless the student has received transfer credits or tested out of a course upon admission into the program.

Add policy:
Early Childhood Education AAS Degree and Business Management Bachelor’s Degree with Child Development Specialization
Students who have earned a CDA Credential within the past three years, awarded by the National Council of Professional Recognition, and are enrolled in the Early Childhood Education Associate’s degree or Business Management – Child Development Specialization Associate’s degree may request a waiver from Foundations of Child Development; Curriculum and Instruction; and Health, Safety and Nutrition if they wish. The Academic Dean will review the student’s credential, and if the criteria are met, will waive the course requirements and the grades will be posted on the student record as a “CW.”

Applying to the Medical Laboratory Technician Program
Policy should read:
Applicants must achieve a score on the STEP placement exam above that requiring a Foundations course as detailed in the current Rasmussen College catalog. Applicants must be able to qualify for Math and English Composition coursework even if plans are to transfer credits from a previously attended program. Former or current students who have achieved a STEP score above that requiring a Foundations course are not required to repeat the STEP test.

Once applicants have achieved a sufficient STEP score, they will be scheduled for the Evolve A2 entrance exam. Applicants must pay a $75 non-refundable testing fee (covering the exam, and the study guide to be issued to the student) at time of scheduling. Applicants will take the Evolve A2 at a Rasmussen College campus. To be considered for admissions, applicants must achieve score a score of 70% in the areas of Math, Vocabulary, Reading, and Grammar.

Applicants who achieve the required Evolve A2 score will be contacted by the College to complete the following:
- Application
- Application fee
- Background screening
- Any additional program-specific requirements as specified at the time of enrollment. A Health physical will be required and must be completed within the 6 months prior to the internship/practicum.

Applicants who wish to repeat the Evolve A2 to increase their score must submit a $30 non-refundable re-test fee. Only two attempts will be granted during a six-month period. Applicants who do not achieve the required score as listed above will not be able to repeat the entrance process for 6 months after the date of the second exam. After this period applicants must repeat the entire entrance process.
before acceptance can be granted. Current students in other programs wishing to transfer into a course of study requiring the admissions standards outlined above will be required to take or retake the Evolve A2.

Once the applicant file is complete, the College will schedule an interview between the applicant and Program Coordinator/Director.

Students accepted into their program will receive a letter from the College via registered mail.

The College may choose two additional applicants as alternates to join the program if another applicant is deemed ineligible or decides not to begin class. These two alternates must complete all the necessary steps for admission. Alternates will be guaranteed the opportunity for enrollment into the next cohort provided they remain eligible for admission.

Students must attend programmatic orientation as well as general orientation or risk being dismissed from the cohort.

Pg. 31 Background Checks
First paragraph of policy should read:
For some programs, Rasmussen College requires applicants to pass a background check before admission. Note that “passing” a criminal background check is determined by Rasmussen College, in its sole discretion. The background check is designed to alert students to issues that may impair their ability to complete practicum activities or obtain employment upon graduation. The programs that require a background check for admission are the following:

- Health Information Technician AAS
- Massage Therapy AAS/Diploma
- Medical Assisting AAS
- Medical Laboratory Technician AAS
- Pharmacy Technician AAS
- Early Childhood Education AAS
- Early Childhood Education Certificate
- Criminal Justice AAS
- Paralegal AAS/Certificate

Pg. 31 Grading System
Under “Point Scale”:
“WX” grade should read “Foundations Withdrawal”

Pg. 31 Grading System
Under “Lab-Intensive Allied Health Programs Grade Scale,” make the following changes:
1. Delete “Lab-Intensive” in section title so new section title reads “Allied Health Programs Grade Scale”
2. Change first sentence below that to read “The following grade scale applies to all ES, MA, ML, MT, PB, PT, ST, and M coursework.”

Pg. 31 Foundations Course Grading Scale
Foundations of Math Grading should read:
SX 60% or more
UX Below 60%

Pg. 32 Incomplete Grade Policy
First line of first paragraph:
“I/IN” should read “I/IN”

Pg. 45 Incomplete Policy for Practicums
Delete this entire section.

Pg. 32 Credit by Examination
Second paragraph should read:
Program-specific Massage Therapy, Medical Assisting, and Medical Laboratory Technician courses, and 200-level Pharmacy Technician courses are not available for credit by examination. In addition, the Healthcare Information Technologies, Pharmacy Software/Automation/Insurance Billing, and Introduction to Human Biology courses are not available for credit by examination.

Pg. 33 Transfer Credit Policy
8g should read:
8g. For courses that are not part of a conferred degree to be considered for transfer, credits for major/core courses
completed at other institutions must have been earned within the previous ten years of the transfer request date; for courses that are part of a conferred degree that are applicable to the program in which the student enrolls, the time restriction may be waived. Credits in information technology or computer science/computer applications completed at other institutions must have been earned within the previous five years of the transfer request date. Credits in nursing completed at other institutions or at Rasmussen College must have been earned within the previous one year of the transfer request date. General education credits may be considered for transfer regardless of completion date. General education courses that are included as part of a program major/core are to be considered as general education credits for purposes of transfer.

Pg. 33 School of Business Mission Statement
Add the following paragraph before “Graduation Requirements” paragraph:
The Rasmussen School of Business prepares students for an ever-changing business environment. This goal is accomplished by offering market-focused skills and leading-edge programs that address the global marketplace. We measure our success by the academic performance, commitment to life-long learning, and professional contributions of our graduates. Graduates of the School of Business will be active contributors and leaders in their chosen fields and diverse communities.

Pg. 33 Course Waivers
Second paragraph should read:
Students with a minimum cumulative GPA of 3.0 in their program major courses and who have significant coding experience may request a waiver for M251 Medical Coding Practicum. Students must complete and submit the required paperwork to their Program Coordinator for approval prior to the start of the quarter of the practicum. Documentation will be required from the student’s employer. The Program Coordinator will inform the Academic Dean of the result of the evaluation, and if the waiver is granted, the grade posted in the student record will be a “CW.”

Pg. 34 Transcripts
Policy should read:
Official transcripts of credits will be given to students when all tuition obligations have been met.

A fee of $5.00 is charged for each official 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.

Pg. 34 Attendance
Add a fourth paragraph that says:
Practicums/Externships in Allied Health programs have attendance expectations that differ from the attendance policy above. These attendance policies can be found in the program-specific manuals/handbooks.

Pg. 34 Academic Misconduct Policy
Fourth paragraph should read:
The offenses can be from two different courses, or from the same course in the same quarter. The administration reserves the right to expel a student from the College if there are more than two offenses. Aiding and abetting in cheating is considered as grave as initiating the cheating, and will be treated in the same manner. Instructors and deans should work together to the extent possible prior to any communication with the student to determine the exact nature of the incident or incidents in question, in order to determine if misconduct has indeed occurred and how the situation should be handled.

Pg. 34 Early Honors Program | Terms and Conditions
New policy should read:
Students must meet the following criteria and expectations to participate in the Early Honors Program at Rasmussen College:

- Students must complete an Early Honors Program Application, which includes a high school attestation indicating expected graduation date. Early Honors students are not required to submit an application fee.
- Students must have prior approval from a parent/guardian to be admitted into the program (requires a signed
Early Honors Parent/Guardian Approval Form).

- Students must submit a signed Early Honors High School Approval Form.

- Students are required to be a junior or senior, and have a minimum cumulative high school grade point average of 2.25 (out of a possible 4.00). Such GPA must be validated by the High School Counselor or Administrator on the Early Honors High School Approval Form.

- The Early Honors Program Application deadline is four weeks prior to the start of the intended quarter of enrollment.

- A maximum of 20 Early Honors students will be accepted per quarter, per campus.

- To continue enrollment in the Early Honors Program, students must maintain a minimum Rasmussen College cumulative grade point average of 2.00 (out of a possible 4.00).

- Students must score at least a 25 on the writing portion of the Rasmussen College STEP assessment to be accepted and admitted into the Early Honors Program.

- Juniors or seniors may take up to 4 credits per quarter without a tuition charge. The student must meet with the DOA and Dean of Student Learning before being accepted to ensure the student meets all criteria and requirements, and to approve the schedule. After receiving a grade of B or higher in his/her first class, the student can request a second class for the second quarter. A maximum of 24 credits per student can be taken in the Early Honors Program.

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

- Early Honors students must meet all course prerequisites as listed in the catalog. Nursing courses designated with a “PN”, “PRN” or “NUR” are not available to Early Honors students.

- Students must cover the cost of textbooks and supplies for each course. Most technology courses require access to specialized hardware and software, which are available to students at all Rasmussen campuses. Early Honors students electing to complete courses online will need to secure access to required hardware and software. The college will provide specific information on each course, including textbook prices and technology requirements.

- Students will receive college credit toward a Bachelor’s or Associate’s Degree at Rasmussen College for all successfully completed courses. Students who elect to pursue their education at another academic institution will be issued a transcript from Rasmussen College. These credits may be transferable at the discretion of the receiving institution.

- Students will receive high school dual enrollment credit for successfully completed Early Honors courses at the discretion of the student’s high school. Approval for dual enrollment credit must be confirmed on the High School Approval Form.

- Students may apply to a full program of study by completing an Application for Admission and submitting an application fee.

Pg. 39 Accreditation

Statement on Health Information Technician accreditation should read:
The Health Information Technician Associate Degree Program offered at the Brooklyn Park, Eagan, Eden Prairie, Lake Elmo/Woodbury, Mankato and St. Cloud Campuses in Minnesota – the Rockford Campus in Illinois – and the Green Bay Campus in Wisconsin – is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

The Health Information Technician Associate’s degree offered at the Aurora Campus is in Candidacy Status for
accreditation by the Commission on 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

Statement on Medical Assisting accreditation should read:
The Medical Assisting program at the Brooklyn Park, Eagan, Eden Prairie, Green Bay, Mankato, and St. Cloud campuses is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Medical Assisting Education Review Board (MAERB).

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

Statement on Surgical Technologist accreditation should read:
The Surgical Technologist AAS program at the Brooklyn Park and St. Cloud campuses is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org), upon the recommendation of the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA).

- Commission on Accreditation of Allied Health Education Programs (CAAHEP)

1361 Park Street
Clearwater, FL 33756
(727) 210-2350
www.caahep.org

Back cover
Romeoville/Joliet campus address and phone number should read:
Romeoville/Joliet Campus
1400 West Normantown Road
Romeoville, IL 60446
815-306-2600

Back cover
Wausau campus phone number should read:
715-841-8000

Add the following campus locations:
Tampa/Brandon Campus
Highland Oaks IV
4042 Park Oaks Blvd.
4th Floor
Tampa, FL 33610

Blaine Campus
3629 South 95th Ave. NE
Blaine, MN 55014
(763) 795-4720

June 2010
COLLEGE FACULTY AND STAFF

ACADEMIC ADMINISTRATION (pg. 41)

Remove:
Claudia Fortney
Mankato

Add:
Dave Lungren, Senior Dean
Chicago
M.S.Ed., Education Media Design & Technology,
Full Sail University
B.A., University of Chicago
B.A., Columbia College

Seth Berg, Manager of Student Learning
Eden Prairie
M.F.A., Bowling Green State University
B.A., University of Toledo

Nichelle Gauger
Online
Director of Campus Operations
B.A., University of Iowa

Caroline Gulbrandsen
Rockford
Dean of Faculty
M.Ed., Florida Atlantic University
B.A., University of South Florida

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

The following individuals should read:
Brooks Doherty
Brooklyn Park
Dean of Faculty
M.A., University College London
B.A., University of Minnesota

Shawn Schulte
Brooklyn Park
Dean of Student Learning
M.S., B.S., University of Minnesota – Twin Cities

Tracy Tepley
Eden Prairie
Dean of Faculty
M.S., B.S., North Dakota State University

Pam Josifek
Green Bay
Dean of Student Learning
M.B.A., University of Wisconsin – Oshkosh
B.S., University of Wisconsin - Madison

CAMPUS ADMINISTRATION (pg. 42)

Remove:
Dean Fredericks
Mankato
Robin Robatcek
St. Cloud

Add:
Angie Wood
Aurora

Director of Campus Operations
M.B.A., B.A., Benedictine University

Juliana Klocek
Green Bay
Director of Campus Operations
M.B.A., West Virginia Wesleyan College
B.A., John Carroll University

Kathy Clifford
Mankato
Director of Campus Operations
B.A., Minnesota State University – Mankato

Sue Williams, Campus Director
Wausau
B.S., University of Wisconsin – Eau Claire

Bill Panella
Wausau
Director of Campus Operations
M.B.A., Clarkson University
B.A., Central Michigan University

Lynne Croteau
Online
Campus Director (Florida)
M.B.A., M.H.R.M., B.S., DeVry University

Dena Tuschen
Online
Director of Campus Operations (Minnesota)
B.A., University of Minnesota – Duluth

The following individuals should read:
Jodi Jalowitz
Lake Elmo
Director of Campus Operations
M.Ed., Ohio University
B.S., University of Wisconsin

Jon P. Peterson
Online
Campus Director (Minnesota)
B.S., University of St. Thomas

Seth Grimes
Online
Director of Campus Operations (Florida)
M.B.A., Benedictine University
B.S., University of Alabama

ADMINISTRATIVE SUPPORT (pg. 42)

Remove:
Lynnette Butler
Lake Elmo
Stacy LaVigne
St. Cloud

Add:
Diane Nemitz, College Registrar
Twin Cities
M.A., Concordia University
B.A., University of St. Thomas

Sarah Van Hoof
Aurora
Administrative Assistant
B.S., University of Wisconsin – Green Bay

June 2010
A.A.S., University of Wisconsin – Fox Valley

Suzanne Hoeft, Schedule Coordinator  Lake Elmo
  B.A., University of St. Thomas

David Norine, Schedule Coordinator  Lake Elmo
  B.A., St. John’s University

Claudia Fortney, Schedule Coordinator  Mankato
  B.S., A.A., Minnesota State University – Mankato

Suzanne Affrunti  Rockford
Administrative Assistant
  A.A.S., Triton College
Susie Bieniek, Registrar
B.S., Concordia University
St. Cloud

Jonna Gruenes, Schedule Coordinator
B.A., College of St. Benedict
St. Cloud

The following individuals should read:
Tammy Deppe
Schedule Coordinator
B.A., St. Norbert College
Green Bay

SCHOOL OF ALLIED HEALTH (pg. 43)

Remove:
Carla Offhaus
Angela Mason
Aurora
Lake Elmo

Add:
Linda Kennedy
Health Information Technician Program Coordinator
M.B.A., Benedictine University
B.S., University of Illinois – Chicago
Aurora

The following individuals should read:
Lorrie Laurin, MT (ASCP)
Director, School of Allied Health
B.A., Carthage College
Twin Cities

Tammy Renner, MS, MT (ASCP)
Medical Laboratory Technician Program Director
M.S., University of North Dakota
B.S., Minot State University
Twin Cities

Sarah Rodarte, CMT
A.A.S., McHenry County College
Diploma, Chicago School of Massage Therapy
Rockford

SCHOOL OF BUSINESS (pg. 44)

Add:
Carla Offhaus, CST
D.C., National College of Chiropractic
M.B.A., American Intercontinental University
Certificate, Waubonsee Community College
Aurora

The following individuals should read:
Drew Dresden
M.A.F.M., DeVry University
B.S., Illinois State University
Aurora

SCHOOL OF EDUCATION (pg. 44)

Add:
Kelly Kist
Online
Early Childhood Education Program Coordinator
B.A., Pacific Oaks College
A.S., Santa Barbara City College

The following individuals should read:
Tracy Tepley
Brooklyn Park
Early Childhood Education Program Coordinator
M.S., B.S., North Dakota State University

SCHOOL OF JUSTICE STUDIES (pg. 44)

Add:
Jason Weber
Eden Prairie
M.A., Concordia University
B.S., Evangel University

Emily Little
Lake Elmo
M.S., B.S., St. Cloud State University

SCHOOL OF NURSING (pg. 45)

Remove:
John Menez
Pamela Stellmach
Brooklyn Park
St. Cloud

Add:
Ruth Haugen
Brooklyn Park
M.S.N., Minnesota State University
B.S.N., Augsburg College
A.S.N., Rochester State Junior College

Beth Anglin, Dean of Nursing
Green Bay
M.S.N. University of Phoenix
B.S.N. University of Phoenix

Sheryl Stogis
Green Bay
Regional Director of Nursing
B.S., Northwestern University
Dr. PH, University of Michigan

Deborah Matzke-Lewis, RN
M.S.N., Mankato State University
Mankato

Laura Rydholm
M.S., University of Minnesota
B.S.N., Gustavus Adolphus College
Mankato

Elizabeth Krauss
St. Cloud
M.S.N., Clarkson College
B.A., College of St. Catherine

SCHOOL OF TECHNOLOGY AND DESIGN (pg. 45)

The following individuals should read:
Dana Feld, RN, Dean of Nursing
Eagan
M.S., University of Minnesota
B.E.S., St. Cloud State University

June 2010
Remove:
Stacy Kvernmo

Add:
Edward Peterson
- M.I.T., American Intercontinental University
- B.A., Judson University
- A.A.S., Rockford Business College

The following individuals should read:
Joseph Wolz, MOAS
- M.A., B.A., Southern Illinois University

GENERAL EDUCATION AND DEVELOPMENTAL EDUCATION (pg. 46)
Remove:
Seth Berg
Barb Anderson
Luis Rodriguez
Erin Werthman
Tim Whitham

Add:
Adrienne DeSalvo
- M.A., Northern Michigan University
- B.A., Michigan State University

The following individuals should read:
Jason Loewen
- M.S., B.S., University of Minnesota – Twin Cities

LIBRARY AND LEARNING CENTER (pg. 45)
Remove:
Jen Fong

Add:
Adrienne DeSalvo
- Learning Center Coordinator
- M.A., Northern Michigan University
- B.A., Michigan State University

Dawn Sommers
- Assistant Librarian
- M.L.I.S., College of St. Catherine
- B.A., University of St. Thomas

Cynthia Reynolds
- Reference Librarian
- M.L.I.S., University of Illinois – Urbana/Champaign
- B.S., Illinois State University

Jon Mladic
- Learning Center Coordinator
- B.A., Illinois Wesleyan University

Beth Marie Gooding
- Reference Librarian
- M.S., M.L.I.S., Indiana University
- B.A., University of Iowa

The following individuals should read:

Dennis M. Johnson
- Reference Librarian
  - M.L.I.S., Dominican University
  - B.A., Winona State University

Stephanie Kane
- Learning Center Coordinator
  - M.A., Minnesota State University – Mankato
  - B.A., Nyack College

CAREER SERVICES (pg. 47)
Add:
Emily Simon, Career Services Advisor
- M.S., St. Cloud State University
- B.A., Southwest Minnesota State University

ADMISSIONS (pg. 47)
Remove:
Juliana Klocek
Kathy Clifford
Dan Buesgens

Add:
Stephen Brown
- National Director of Corporate Development
- B.S., University of Dayton

J. Christopher Phillips
- National Director of Admissions
- B.A., University of Wisconsin – Madison

Matthew McIntosh
- Director of Admissions
- B.A., University of Minnesota

Mark Taggart
- Director of Admissions
- B.A., University of Wisconsin – Green Bay

Patrick Green
- Director of Admissions
- B.A., College of St. Scholastica

Timothy Fritche
- Director of Admissions
- B.S., University of Wisconsin

Trisha L. Wills
- Director of Admissions
- B.S., Rasmussen College

Scott Dawson
- Director of Admissions
- B.S., University of South Dakota

The following individuals should read:

June 2010
Tony Perez, Director of Admissions
M.B.A., B.A., Aurora University
A.A.S., Harper College

Jeff Laing
Academic Advisor
A.S., Full Sail Real World Education

STUDENT SERVICES (pg. 47)

Remove:
Bridget Spencer       Mankato
Carrie Daninhirsch    Online

Add:
Dean Fredericks       Mankato
Director of Student Services
A.A.S., Rasmussen College
Matthew Strum         Mankato
Student Services Coordinator
B.A., Luther College
Rebecca Rudolph       Rockford
Scheduler and Academic Advisor
B.A., University of Wisconsin – Whitewater

The following individuals should read:
Angela Craig, Student Services Advisor
B.A., Fort Lewis College
Eagan

Jamie Hauer, Student Scheduler
Eagan

Michelle Ahrendt
Director of Student Financial Services
A.A.S., Rasmussen College

Andrew F. Byrnes
Student Accounts Manager
B.S., Northern Illinois University
A.S., Highland Community College

Amy Gustafson, Financial Aid Officer
B.A., Western Illinois University
Rockford

Valerie Jensen
Financial Planning Coordinator
B.S., University of Wisconsin – Madison

Stacy LaVigne
Financial Planning Coordinator
B.S., Southwest State University

Aaron Peterson, Financial Aid Officer
B.S., St. Cloud State University

The following individuals should read:
Kate Lauer, Financial Aid Officer
B.S., A.A.S., Rasmussen College
St. Cloud

Amy Wentland
Financial Planning Coordinator
St. Cloud

Ashley Croly
B.A., B.S., Stetson University
Online

STUDENT FINANCIAL SERVICES (pg. 48)

Remove:
Kyle Ingebrigtsn    Brooklyn Park
Tammy Greig          Rockford

Add:
Charmaine Merritt    Twin Cities
Bench Director of Student Financial Services
M.B.A., B.A., Benedictine University

Rania Henry
Financial Planning Coordinator
Aurora

Christina Ritter
Financial Planning Coordinator
B.A., Alverno College

Michelle Sykora
Financial Planning Coordinator
Lake Elmo

Michelle Ahrendt
Director of Student Financial Services
A.A.S., Rasmussen College

Andrew F. Byrnes
Student Accounts Manager
B.S., Northern Illinois University
A.S., Highland Community College

Amy Gustafson, Financial Aid Officer
B.A., Western Illinois University
Rockford

Valerie Jensen
Financial Planning Coordinator
B.S., University of Wisconsin – Madison

Stacy LaVigne
Financial Planning Coordinator
B.S., Southwest State University

Aaron Peterson, Financial Aid Officer
B.S., St. Cloud State University

The following individuals should read:
Kate Lauer, Financial Aid Officer
B.S., A.A.S., Rasmussen College
St. Cloud

Amy Wentland
Financial Planning Coordinator
St. Cloud

Ashley Croly
B.A., B.S., Stetson University
Online

June 2010
HUMAN SERVICES AAS DEGREE
• 6 Quarters Full-Time  • 8 Quarters Part-Time

CAREER OPPORTUNITIES
• Community Service Specialist    • Social Service Specialist
• Human Service Assistant    • Program Assistant

OBJECTIVE
Graduates of this program know basic concepts of psychology, sociology, counseling, crisis intervention, case management, community and service networking, assessment, and documentation. They understand how human services work from an individual, organizational, and community perspective. They can apply critical thinking to issues in human services such as education, training and self development, facilitation of services, advocacy, organizational participation, and community living skills and supports. They value diversity, communication, critical thinking, and providing services to individuals or groups with varying needs.

FOUNDATION COURSES
B097 Foundations of English I   4
B098 Foundations of English II   4
B099 Foundations of Math    4

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

GENERAL EDUCATION COURSES
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 (Select 1 course)
G221 Introduction to Statistics   4
G233 College Algebra   4

Natural Sciences (Select 1 course)
G150 Structure and Function of the Human Body   4
G215 Introduction to Human Biology   4
G239 Introduction to Astronomy   4
G245 Introduction to Geology   4

Social Sciences (2 required courses)
G137 Introduction to Psychology   4
G142 Introduction to Sociology   4

MAJOR AND CORE COURSES
B119 Customer Service   4
D111 Computer Information Systems   3
E150 Success Strategies   4
E242 Career Development   2
HS100 Introduction to Human Services   4
HS110 Cultural Diversity in Human Services   4
HS115 Introductory Strategies to Crisis Intervention   4
HS250 Organization and Leadership in Human Services   4
HS260 Community Psychology   4
HS280 Abnormal Psychology   4
HS290 Human Services Internship   9
J116 Case Management   4
J205 Juvenile Justice   4
J211 Counseling Clients   4

Total Degree Credits 90*

* 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.
EARLY CHILDHOOD EDUCATION AAS DEGREE

• 6 Quarters Full-Time • 8 Quarters Part-Time

CAREER OPPORTUNITIES

• Early Childhood Instructor • Child Care Director
• Teacher Assistant • Home-School Liaison

OBJECTIVE
Graduates of this program know principles of child development, health and safety, curriculum, and instruction. They understand observation and assessment techniques for young children. They can plan and implement curriculum for early childhood programs and child and family service settings, establish and maintain a safe environment, and guide young children’s behavior in the early childhood classroom. Graduates value critical thinking, communication, diverse perspectives, technology and information literacy, and lifelong learning.

FOUNDATION COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B097</td>
<td>Foundations of English I</td>
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</tr>
<tr>
<td>B098</td>
<td>Foundations of English II</td>
<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.

MAJOR AND CORE COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>D111</td>
<td>Computer Information Systems</td>
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<tr>
<td>E150</td>
<td>Success Strategies</td>
<td>4</td>
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<tr>
<td>E242</td>
<td>Career Development</td>
<td>2</td>
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<tr>
<td>EC100</td>
<td>Foundations of Child Development</td>
<td>4</td>
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<tr>
<td>EC110</td>
<td>Early Childhood Education Curriculum and Instruction</td>
<td>4</td>
</tr>
<tr>
<td>EC120</td>
<td>Health, Safety, and Nutrition</td>
<td>4</td>
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<tr>
<td>EC170</td>
<td>Early Childhood Education Externship</td>
<td>6</td>
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<tr>
<td>EC171</td>
<td>Early Childhood Education Externship II</td>
<td>6</td>
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<tr>
<td>EC172</td>
<td>Early Childhood Education Externship III</td>
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<tr>
<td>EC200</td>
<td>Observation and Assessment in Early Childhood Education</td>
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<tr>
<td>EC290</td>
<td>Early Childhood Education Capstone</td>
<td>2</td>
</tr>
</tbody>
</table>

* 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.

*** Introduction to Sociology is required for the Child and Family Studies specialization. Students in that specialization must complete two additional courses from the Social Sciences general-education category.
### GENERAL EDUCATION COURSES

<table>
<thead>
<tr>
<th>Category</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Required course)</td>
<td>G124 English Composition</td>
<td>4</td>
</tr>
<tr>
<td>Communication (Select 1 course)</td>
<td>G141 Introduction to Communication</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>G226 Speech</td>
<td>4</td>
</tr>
<tr>
<td>Humanities (Select 2 courses)</td>
<td>G125 Humanities</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>G138 Introduction to Film</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>G201 Creative Writing</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>G230 Introduction to Literature</td>
<td>4</td>
</tr>
<tr>
<td>Math (Select 1 course)</td>
<td>G221 Introduction to Statistics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>G233 College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>Natural Sciences (Select 1 course)</td>
<td>G150 Structure and Function of the Human Body</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>G215 Introduction to Human Biology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>G239 Introduction to Astronomy</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>G245 Introduction to Geology</td>
<td>4</td>
</tr>
<tr>
<td>Social Sciences (Select 2 courses***</td>
<td>G122 World Geography</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>G123 Principles of Economics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>G137 Introduction to Psychology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>G142 Introduction to Sociology***</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>G243 Contemporary U.S. Government</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>G250 History of the United States in the World</td>
<td>4</td>
</tr>
<tr>
<td>Child and Family Studies Specialization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------</td>
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</tr>
<tr>
<td>EC230 Guiding Children’s Behavior</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>EC231 Family Resource Management</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>EC232 Child and Family Advocacy</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>G142 Introduction to Sociology</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Total Degree Credits</strong></td>
<td><strong>93</strong>*</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Child Development Specialization</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EC210 Infant and Toddler Development</td>
<td>4</td>
</tr>
<tr>
<td>EC211 Dynamics of the Family</td>
<td>4</td>
</tr>
<tr>
<td>EC212 Emerging Literacy Through</td>
<td>4</td>
</tr>
<tr>
<td>Children’s Literature</td>
<td></td>
</tr>
<tr>
<td>EC252 The Exceptional Child</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Degree Credits</strong></td>
<td><strong>93</strong>*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Language Learner Specialization</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EC240 Introduction to English Language Learners</td>
<td>4</td>
</tr>
<tr>
<td>EC241 Language and Literacy Acquisition</td>
<td>4</td>
</tr>
<tr>
<td>EC242 Involving Parents of English Language Learners</td>
<td>4</td>
</tr>
<tr>
<td>EC243 Curriculum and Instruction for English Language Learners</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Degree Credits</strong></td>
<td><strong>93</strong>*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Needs Specialization</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EC250 Advocating for Special Needs Children</td>
<td>4</td>
</tr>
<tr>
<td>EC251 The Inclusive Classroom</td>
<td>4</td>
</tr>
<tr>
<td>EC252 The Exceptional Child</td>
<td>4</td>
</tr>
<tr>
<td>EC253 Curriculum and Instruction for Special Needs Children</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Degree Credits</strong></td>
<td><strong>93</strong>*</td>
</tr>
</tbody>
</table>
## CRIMINAL JUSTICE AAS DEGREE

### PSYCHOLOGY SPECIALIZATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS260</td>
<td>Community Psychology</td>
<td>4</td>
</tr>
<tr>
<td>HS270</td>
<td>Social Psychology</td>
<td>4</td>
</tr>
<tr>
<td>HS280</td>
<td>Abnormal Psychology</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Degree Credits** 93*

*This degree program is also offered online.*
HEALTHCARE MANAGEMENT BS DEGREE

- 12 Quarters Full-Time
- 16 Quarters Part-Time

CAREER OPPORTUNITIES

- Health and Human Services Director
- Compliance Analyst
- Home Health Care Director
- Physician Office Manager

OBJECTIVE

Graduates of this degree program understand the planning and coordination of health services in a variety of settings, and know the information and processes used to diagnose and treat human injuries and diseases. They acquire critical-thinking skills through a program of general education and are able to apply them to the healthcare setting. Graduates can apply, analyze, synthesize, and evaluate facts and theories pertaining to healthcare management; locate, evaluate, and integrate appropriate primary and secondary sources; effectively communicate ideas through speaking and writing; recognize and address complex ethical situations; and operate effectively within a continually changing environment. Graduates value critical thinking, communication, diverse perspectives, technology and information literacy, lifelong learning, and integrity in applying their management expertise to serve the healthcare community.

FOUNDATION COURSES

B097 Foundations of English I 4
B098 Foundations of English II 4
B099 Foundations of Math 4

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

MAJOR AND CORE COURSES

LOWER DIVISION

A151 Accounting I 4
A152 Accounting II 4
B232 Principles of Marketing 4
B233 Principles of Management 4
B267 Employment Law 4
B271 Professional Communication 4
D111 Computer Information Systems 3
D181 Excel 3
D187 Professional Presentations 3
D283 Access 3
E150 Success Strategies 4
E242 Career Development 2
G137 Introduction to Psychology 4
G150 Structure and Function of the Human Body 4
H200 US Healthcare Systems 4
M120 Medical Terminology 4
M223 Pathology I 4
M224 Pathology II 4
M230 Medical Law and Ethics 4

Total lower division major/core credits 70
MAJOR AND CORE COURSES

UPPER DIVISION

B375 Advanced Human Resource Management 4
B490 Business, Society, and Ethics 4
B492 Contemporary Leadership Challenges 4
H300 Introduction to Healthcare Administration 4
H310 Foundations of Managed Care 4
H320 Financial Management
of Healthcare Organizations 4
H330 Quality Improvement in Health Care 4
H340 Regulation and Compliance in Health Care 4
H350 Healthcare Statistics 4
H360 Healthcare Planning
and Policy Management 4
H490 Healthcare Management Capstone 2

Total upper division major/core credits 42

Elective Credits 12

Total Degree Credits 180*

This Degree Program is also offered online.

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

GENERAL EDUCATION COURSES**

LOWER DIVISION

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 (Select 1 course)

G221  Introduction to Statistics 4
G233  College Algebra 4

Natural Sciences (Select 1 course)

G215  Introduction to Human Biology 4
G239  Introduction to Astronomy 4
G245  Introduction to Geology 4

June 2010
HEALTHCARE MANAGEMENT BS DEGREE

Social Sciences (Select 2 courses)
G122  World Geography 4
G123  Principles of Economics 4
G142  Introduction to Sociology 4
G243  Contemporary U.S. Government 4
G250  History of the United States in the World 4

Total lower division general education credits 32

UPPER DIVISION

Communication (Select a minimum of 1 course)
G324  Advanced Composition 4
G332  Visual Communication in the Media 4

Humanities (Select a minimum of 1 course)
G330  American Literature 4
G335  Contemporary World Literature: 1900 to the Present 4
G435  Literature of American Minorities 4

Math/Natural Sciences (Select a minimum of 1 course)
G328  Human Uses of the Environment 4
G434  Gender in Math and Science 4

Social Sciences (Select a minimum of 1 course)
G333  American Religious History 4
G380  Visions of America Since 1945 4
G401  Comparative Politics 4

Total upper division general education credits 24

** 32 credits of Lower Division general education coursework and 24 credits of Upper Division general education coursework are required.
ACCOUNTING BS DEGREE
• 12 Quarters Full-Time  • 16 Quarters Part-Time

CAREER OPPORTUNITIES
• Auditor  • Cost Accountant  • Financial Analyst  • Managerial Accountant
• Accounts Payable Manager  • Accounts Receivable Manager

OBJECTIVE
Graduates of this program know the accounting processes and cycles of professional accounting firms, businesses, and government agencies. They can manage accounts receivable, accounts payable, and payroll, and can also prepare tax returns, prepare and analyze financial statements, and use computer applications proficiently. They can perform advanced accounting tasks pertaining to taxes, auditing, fraud examination, and international accounting. They can apply, analyze, synthesize, and evaluate facts and theories; locate, evaluate, and integrate appropriate primary and secondary sources; integrate their ideas with the ideas of others to create new knowledge; recognize and address complex ethical situations; communicate effectively in a variety of scenarios; and operate effectively within a continually changing environment. Graduates value critical thinking, communication, diverse perspectives, technology and information literacy, leadership, and integrity.

FOUNDATION COURSES
B097  Foundations of English I   4
B098  Foundations of English II  4
B099  Foundations of Math    4

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

MAJOR AND CORE COURSES
LOWER DIVISION
A151  Accounting I     4
A152  Accounting II     4
A153  Accounting III    4
A269  Income Tax       4
A280  Accounting Capstone 2
B136  Introduction to Business  4
B271  Professional Communication 4
D111  Computer Information Systems 3
D181  Excel            3
D279  Computer Focused Principles 3
E150  Success Strategies 4
E242  Career Development 2

Total lower division major/core credits 41

MAJOR AND CORE COURSES
UPPER DIVISION
A305  Corporate Finance   4
A310  Managerial Accounting 4
A315  Governmental and Not-for-Profit Accounting 4
A325  Auditing            4
A405  Advanced Accounting 4
A410  Advanced Federal Tax Theory 4
A415  Financial Statement Analysis 4
A420  Accounting Information Systems 4
ACCOUNTING BS DEGREE
A425  Corporate Fraud Examination   4
A430  International Accounting    4
A490  Accounting Capstone II    4
B351  Management of Information Systems  4
B360  Operations Management    4
B428  Money and Banking    4
B370  Organizational Behavior Analysis    4
B460  Strategic Management    4

Total upper division major/core credits  64

ELECTIVE COURSES
(Select 5 from the following list):
A177  Payroll Accounting    4
A272  Intermediate Accounting I    4
A274  Intermediate Accounting II    4
A276  Financial Investigation    4
B232  Principles of Marketing    4
B234  Business Law    4
B293  Business Ethics    4
F111  Introduction to Banking    4
F212  Fundamentals of Consumer Lending    4
F213  Introduction to Mortgage Lending    4
F215  Principles of Banking Law    4
J100  Introduction to Criminal Justice    4
J125  Criminal Law and Procedures    4

Total Elective Credits   20

Total Degree Credits   181*
This Degree Program is also offered online.

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

GENERAL EDUCATION COURSES**
LOWER DIVISION
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
## ACCOUNTING BS DEGREE

**Math (Select 1 course)**
- G221 Introduction to Statistics 4
- G233 College Algebra 4

**Natural Sciences (Select 1 course)**
- G150 Structure and Function of the Human Body 4
- G215 Introduction to Human Biology 4
- G239 Introduction to Astronomy 4
- G245 Introduction to Geology 4

**Social Sciences (1 Required course***, and select 1 elective)**
- 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
- G250 History of the United States in the World 4

*Total lower division general education credits 32*

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

## UPPER DIVISION

**Communication (Select a minimum of 1 course)**
- G324 Advanced Composition 4
- G332 Visual Communication in the Media 4

**Humanities (Select a minimum of 1 course)**
- G330 American Literature 4
- G335 Contemporary World Literature: 1900 to the Present 4
- G435 Literature of American Minorities 4

**Math/Natural Sciences (Select a minimum of 1 course)**
- G328 Human Uses of the Environment 4
- G434 Gender in Math and Science 4

**Social Sciences (Select a minimum of 1 course)**
- G333 American Religious History 4
- G380 Visions of America Since 1945 4
- G401 Comparative Politics 4

*Total upper division general education credits 24*

** 32 credits of Lower Division general education coursework and 24 credits of Upper Division general education coursework are required.**
BUSINESS ADMINISTRATION BS DEGREE
• 12 Quarters Full-Time • 16 Quarters Part-Time

CAREER OPPORTUNITIES
• Office Manager • Personnel Recruiter
• Compensation and Benefits Administrator
• Information Technology Manager
• Network Administrator

Career Opportunities
• Employment Training Specialist • Assistant Training Manager
• Human Resources Generalist Personnel Recruiter
• IT Project Manager • Database Administrator
• Information Technology Manager • IT Project Manager
• Database Administrator
• Network Administrator • IT Operations Supervisor

OBJECTIVE
Graduates of this program know concepts in management, human resources, marketing, and business law and ethics. They understand accounting, and advanced management theories and techniques in a variety of fields. They can apply, analyze, synthesize, and evaluate facts and theories; locate, evaluate, and integrate appropriate primary and secondary sources; integrate their ideas with the ideas of others to create new knowledge; recognize and address complex ethical situations; communicate effectively in a variety of scenarios; and operate effectively within a continually changing environment. Graduates value critical thinking, communication, diverse perspectives, technology and information literacy, leadership, integrity, and lifelong learning.

FOUNDATION COURSES
B097 Foundations of English I 4
B098 Foundations of English II 4
B099 Foundations of Math 4

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

MAJOR AND CORE COURSES
LOWER DIVISION
A151 Accounting I 4
A152 Accounting II 4
B136 Introduction to Business 4
B232 Principles of Marketing 4
B233 Principles of Management 4
B234 Business Law 4
B263 Principles of Advertising 4
B271 Professional Communication 4
D111 Computer Information Systems 3
D181 Excel 3
D283 Access 3
E150 Success Strategies 4
E242 Career Development 2
G203 Macroeconomics 4
G204 Microeconomics 4
S115 Keyboarding I 3
S120 Word for Windows 3

Total lower division major/core credits 61
BUSINESS ADMINISTRATION BS DEGREE

MAJOR AND CORE COURSES

UPPER DIVISION
A310 Managerial Accounting 4
B404 Negotiation and Conflict Management 4
B490 Business, Society, and Ethics 4
B492 Contemporary Leadership Challenges 4
B305 Public Relations 4
B435 Labor and Employment Law 4

Student will select two courses from the following as Upper Division Business Courses for a total of 8 credits:
B325 Professional Selling 4
B352 International Business 4
B382 Insurance 4
B428 Money & Banking 4
B463 Money & Banking II 4

Total upper division major/core credits 32

MANAGEMENT SPECIALIZATION
(Select 20 credits from the following):
B250 Training and Development 4
B370 Organizational Behavior Analysis 4
B375 Advanced Human Resource Management 4
B433 Human Resource
  Recruitment and Selection 4
B460 Strategic Management 4
B463 Money & Banking II 4
B474 Small Business Management I 4
B484 Small Business Management II 4

Unrestricted Electives 12

Total Degree Credits 181*

This Degree Program is also offered online.

HUMAN RESOURCES SPECIALIZATION
(Select 20 credits from the following):
B250 Training and Development 4
B370 Organizational Behavior Analysis 4
B375 Advanced Human Resource Management 4
B433 Human Resource
  Recruitment and Selection 4
B453 Compensation Administration 4
B461 Labor Relations Management 4

Unrestricted Electives 12

Total Degree Credits 181*

This Degree Program is also offered online.
BUSINESS ADMINISTRATION BS DEGREE

INFORMATION TECHNOLOGY SPECIALIZATION
(Select 16 credits from the following):

B351 Management of Information Systems  4
N300 Introduction to Computer Science Concepts  3
N330 MIS Techniques  3
N340 Information Technology Project Management  4
N400 Programming Languages Principles  3
N410 Database Management and Administration  4
N420 Network Security and Cryptography  3
N430 Computer Forensics  3

Unrestricted IT Electives  3
Unrestricted Electives  12

Total Degree Credits  180 – 183*

This Degree Program is also offered online.

INTERNET MARKETING SPECIALIZATION
(Must take all the following courses):

B218 E-Commerce  4
B228 Search Engine Marketing  4
B342 Audience and Application  4
B353 E-Marketing  4
B357 Marketing and Web Analytics  4
B410 Law and E-Commerce  4
B422 Website Development for Business  4
B442 Advanced Search Engine Marketing Strategies  4

Total Degree Credits  181*

This Degree Program is also offered online.

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

† Depending upon courses taken in the Information Technology Specialization, the Total Degree Credits may vary from 180 to 183 credits.

GENERAL EDUCATION COURSES**

LOWER DIVISION

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 (Select 1 course)
G221 Introduction to Statistics  4

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G233 College Algebra 4

Natural Sciences (Select 1 course)
G150 Structure and Function of the Human Body 4
G215 Introduction to Human Biology 4
G239 Introduction to Astronomy 4
G245 Introduction to Geology 4

Social Sciences (Select 2 courses)
G122 World Geography 4
G123 Principles of Economics 4
G137 Introduction to Psychology 4
G142 Introduction to Sociology 4
G243 Contemporary U.S. Government 4
G250 History of the United States in the World 4

Total lower division general education credits 32

UPPER DIVISION

Communication (Select a minimum of 1 course)
G324 Advanced Composition 4
G332 Visual Communication in the Media 4

Humanities (Select a minimum of 1 course)
G330 American Literature 4
G335 Contemporary World Literature: 4
   1900 to the Present
G435 Literature of American Minorities 4

Math/Natural Sciences (Select a minimum of 1 course)
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Social Sciences (Select a minimum of 1 course)
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Total upper division general education credits 24

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June 2010