

The logo is a stylized, abstract shape on the right side of the cover. It consists of several overlapping, rounded, teardrop-like shapes in shades of orange and yellow, with a central white area that has a fine, grid-like texture. The background of the entire cover is a vibrant green with a subtle, repeating pattern of small, light-colored geometric shapes.

Rasmussen College

CATALOG 2016-2017

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MISSION

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

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

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

PURPOSES

TO ACCOMPLISH OUR MISSION, RASMUSSEN COLLEGE ESTABLISHED THESE PURPOSES:

- 1. Educational Excellence and Assessment:** Rasmussen College fosters a learning and teaching community that is challenging, stimulating and student-focused. The College uses continuous evaluation and a number of assessment tools and methods to ensure student learning, effective teaching, student persistence and institutional effectiveness.
- 2. Teaching, Learning, and Development:** Rasmussen College provides learning opportunities in an environment of mutual respect in an unbiased atmosphere, preparing students and team members for success, lifelong learning and continued improvement in a global environment.
- 3. Mission and Service:** Rasmussen College publicly states its mission and demonstrates its commitment to the public good by supporting career-focused education that empowers local communities. The College builds community through education and interacts with its constituency with integrity and transparency.
- 4. Resources and Effectiveness:** Rasmussen College allocates resources to human capital, facilities and technology in its commitment to accuracy, connectedness and timeliness. The College is dedicated to effective use and investment of resources and a quality learning and teaching environment for students, staff and faculty.
- 5. Diversity and Inclusion:** Rasmussen College promotes diversity awareness, respect for multiple perspectives, and inclusion among all College stakeholders in and out of classrooms.

ACADEMIC CALENDAR 2016-2017

Calendar for Programs with 11-Week Quarters (5.5-Week Terms)

Summer Quarter 2016

July 5 – September 17

- Summer Term I July 5 – August 9
- Summer Term II August 10 – September 17

Fall Quarter 2016

October 3 – December 17

- Fall Term I October 3 – November 8
- Fall Term II November 9 – December 17

Winter Quarter 2017

January 3 – March 18

- Winter Term I January 3 – February 7
- Winter Term II February 8 – March 18

Spring Quarter 2017

April 3 – June 17

- Spring Term I April 3 – May 9
- Spring Term II May 10 – June 17

Summer Quarter 2017

July 3 – September 16

- Summer Term I July 3 – August 8
- Summer Term II August 9 – September 16

Calendar for Programs with 12-Week Quarters (6-Week Sessions)*

Summer Quarter 2016

July 5 – September 25

- Summer Session I July 5 – August 14
- Summer Session II August 15 – September 25

Fall Quarter 2016

October 3 – December 25

- Fall Session I October 3 – November 13
- Fall Session II November 14 – December 25

Winter Quarter 2017

January 3 – March 26

- Winter Session I January 3 – February 12
- Winter Session II February 13 – March 26

Spring Quarter 2017

April 3 – June 25

- Spring Session I April 3 – May 14
- Spring Session II May 15 – June 25

Summer Quarter 2017

July 3 – September 24

- Summer Session I July 3 – August 13
- Summer Session II August 14 – September 24

* Prequalified students may follow the 11-Week Quarters (5.5-Week Terms) start date schedule.

COLLEGE HOLIDAYS (residential courses do not meet)

Labor Day | Veterans Day | Memorial Day | Independence Day |
Thanksgiving Day and the following Friday | Martin Luther King Jr. Day

WELCOME TO RASMUSSEN COLLEGE



Welcome and thank you for choosing Rasmussen College. For more than 116 years, Rasmussen College has been committed to providing high quality education while empowering our diverse student population to pursue the dream of a college degree. We believe in the power of education and see every day how it truly changes lives. We are pleased you are furthering your education and advancing your career, and we are honored you have chosen to invest in your future with us.

At Rasmussen College, we offer quality curriculum delivered by industry-experienced faculty and continuously strive to provide flexible and affordable learning options for our degree programs. We also ensure you have in-person and real-time access to a suite of student support services, such as an academic advisor, library and learning resources, student tutors, and career services advisors, so that you can be successful from your first day with us to your graduation day ... and beyond.

As a leader in innovative education, Rasmussen College is proud of its long-standing history and track record of making a college education more accessible and rewarding. We are grateful to our dedicated students, faculty, and staff for continuing that tradition of academic excellence. We look forward to helping you achieve your educational goals and make your dream of earning a college degree a reality. I look forward to seeing you at graduation.

Sincerely,

Dr. Trena Boyum-Breen
President, Rasmussen College

Questions?
Start here.



SUPPORT +

Answers, planning and resources for everything College.

No extra trips, waiting on hold or web searches needed. Just log in to the Student Portal or contact your advisor to get connected with what you need.

STUDENT PORTAL



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



ADVISOR

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

Your Support+ resources also include:

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

Support+ provides you with in-person and on-demand resources that connect you with everything you need to be successful in your college career and beyond.

ACCOUNTING CERTIFICATE

11-Week Quarters (5.5-Week Terms)

CAREER OPPORTUNITIES:

- Accounting Clerk
- Bookkeeper

OBJECTIVE:

Graduates of this program learn to manage accounts receivable and accounts payable. They learn to prepare tax returns and financial statements, and use computer applications proficiently. They know financial and managerial accounting concepts as related to the business environment. Graduates value the ability to effectively communicate in a variety of situations, in the workplace and in their communities.

DEVELOPMENTAL EDUCATION COURSES

B080	Reading and Writing Strategies	4
B087	Practical Math	4

Note: Illinois students take B095 Combined Basic and Intermediate Algebra instead of B087 Practical Math.

GENERAL EDUCATION COURSES

Communication (Required course)	4
COM 1388 Communicating in Your Profession	

MAJOR AND CORE COURSES

LOWER DIVISION

ACG 1022 Financial Accounting I	4
ACG 1033 Financial Accounting II	4
ACG 2062C Computer Focused Principles	3
APA 1500 Payroll Accounting	4
CTS 2511 Excel	3
E242 Career Development +	2
GEB 1011 Introduction to Business	4
MAN 2021 Principles of Management	4
TAX 2002 Income Tax	4

Total Certificate Credits	4
General Education Credits	4
Major and Core Credits	32

TOTAL CERTIFICATE CREDITS 36

+The Flex Choice Credit by Assessment option for this course is only available to students enrolled in a Flex Choice Credit by Assessment eligible program. See page 108 for details.

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

Developmental Education courses do not count toward total program credits, and are not calculated in GPA. Students must demonstrate mastery of the subject matter in Developmental Education courses through a Rasmussen College entrance placement exam, approved exemption based on previously completed coursework, or by successful completion of Developmental Education courses.

ACCOUNTING ASSOCIATE'S DEGREE

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

11-Week Quarters (5.5-Week Terms)

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

CAREER OPPORTUNITIES:

- Accounting Clerk
- Auditing Clerk
- Bookkeeper
- Bank Teller
- Account Management Trainee

OBJECTIVE:

Graduates of this degree program learn to manage accounts receivable and accounts payable. They learn to prepare tax returns and financial statements, and use computer applications proficiently. They know financial and managerial accounting concepts as related to the business environment. Graduates value written and interpersonal communication, critical thinking and problem solving, information and financial literacy, and the significance of diversity awareness skills in academic and workplace situations.

IN ADDITION TO ALL ACCOUNTING CERTIFICATE COURSES

GENERAL EDUCATION COURSES

LOWER DIVISION

English Composition (Required course)	4
ENC 1101 English Composition	
Communication (Select 1 course) ⁺	4
Humanities (Select 2 courses) ⁺	8
Math/Natural Sciences (select 2 courses; one of which must be a Math course) ⁺	8
Social Sciences (Select one pairing) ⁺	8
ECO 1000 Principles of Economics	
Select 1 Social Sciences elective other than Macroeconomics or Microeconomics	
OR	
ECO 2013 Macroeconomics ⁺	
ECO 2023 Microeconomics ⁺	

MAJOR AND CORE COURSES

LOWER DIVISION

ACG 2680 Financial Investigation	4
ACG 2930 Accounting Capstone	2
BUL 2241 Business Law	4
FIN 1202 Financial Markets and Institutions	4
MAN 2062 Business Ethics	4
MAR 2011 Principles of Marketing	4

Total Associate's Degree Credits	
General Education Credits	36
Major and Core Credits	54
TOTAL DEGREE CREDITS	90

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

⁺Flex Choice Credit by Assessment courses available; see page 108 for details.

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

Developmental Education courses do not count toward total program credits, and are not calculated in GPA. Students must demonstrate mastery of the subject matter in Developmental Education courses through a Rasmussen College entrance placement exam, approved exemption based on previously completed coursework, or by successful completion of Developmental Education courses.

ACCOUNTING BACHELOR'S DEGREE

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

12-Week Quarters (6-Week Sessions)

Bachelor of Science Degree

CAREER OPPORTUNITIES:

- Accountant
- Auditor
- Cost Accountant
- Financial Analyst
- Managerial Accountant
- Accounts Payable
- Accounts Receivable

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 communication, critical thinking and problem solving, scientific and information literacy, financial literacy, diversity awareness, knowledge creation skills, and the need to incorporate them in meaningful ways.

ENTRANCE REQUIREMENTS

This is a bachelor-completer program. To be considered for admission, students must hold a conferred associate's degree from an accredited institution as recognized by the U.S. Department of Education, or students must have successfully completed at least 60 quarter or 40 semester credits of college-level coursework with a grade of C or higher. In addition, students entering the Accounting Bachelor's Degree program must provide evidence of having successfully completed with a grade of C or higher both Financial Accounting I and Financial Accounting II, or course equivalents.

Students not transferring successfully completed Financial Accounting I and Financial Accounting II, or course equivalents, will be considered prequalified until both courses are completed within a regularly scheduled term at the regular non-Accelerated tuition rate. Once the program pre-qualification requirements are met, the student will be accepted into the Accounting Bachelor's degree program.

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

GENERAL EDUCATION COURSES

UPPER DIVISION

Communication (Select 1 course) ⁺	4
Humanities (Select 2 courses) ⁺	8
Math/Natural Sciences (Select 1 course) ⁺	4
Social Sciences (*Required; select 1 additional course) ⁺	8
*ECO 3250 Managerial Economics	

MAJOR AND CORE COURSES

UPPER DIVISION

ACG 3080 Managerial Accounting Theory and Practice	4
ACG 3085 Advanced Auditing Concepts and Standards	4
ACG 3205 Risk Management for Accountants	4
ACG 3246 Intermediate Financial Accounting I	4
ACG 3256 Intermediate Financial Accounting II	4
ACG 3481 Cost Accounting	4
ACG 4402 Accounting Information Systems	4
ACG 4619 Corporate and International Accounting	4
ACG 4724 Career Planning for Professionals	3
BUL 3266 Business Law and Finance	4
FIN 3247 Investments and Security Markets	4
GEB 3020 Advanced Principles of Financial Management	4
MAN 3504 Operations Management	4
MAN 4720 Strategic Management	4
MAN 4845 Leadership and Teams	4
TAX 3257 Partnership and Corporate Taxation	4

Choose either Track I or Track II

Track I¹

ACG 4880 Accounting Internship	3
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Track II

ACG 4885 Bachelor's Accounting Capstone	3
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Total Bachelor's Degree Credits

Transferred Lower Division Credits	90
Upper Division General Education Credits	24
Upper Division Major and Core Credits	66

TOTAL DEGREE CREDITS 180

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

⁺Flex Choice Credit by Assessment courses available; see page 108 for details.

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

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

BUSINESS CERTIFICATE

11-Week Quarters (5.5-Week Terms)

CAREER OPPORTUNITIES:

- Entry-Level Business Assistant

OBJECTIVE:

Graduates of this program know concepts in accounting, business, business ethics, business law, and finance. They can interpret basic financial data and perform basic accounting skills. They can use computer applications for the business environment. Graduates value the ability to effectively communicate in a variety of situations, in the workplace and in their communities.

DEVELOPMENTAL EDUCATION COURSES

B080	Reading and Writing Strategies	4
B087	Practical Math	4

Note: Illinois students take B095 Combined Basic and Intermediate Algebra instead of B087 Practical Math.

GENERAL EDUCATION COURSES

LOWER DIVISION

English Composition (Required course)	4
ENC 1101 English Composition	
Communication (Required course)	4
COM 1388 Communicating in Your Profession	
Humanities (Required course)	4
PHI 1520 Ethics Around the Globe	

CERTIFICATE COURSES

LOWER DIVISION

ACG 2209 Principles of Financial Accounting for Managers	4
BUL 2241 Business Law	4
CGS 1240 Computer Applications and Business Systems Concepts	3
E242 Career Development	2
GEB 1011 Introduction to Business	4
MAN 2021 Principles of Management	4
MAR 2011 Principles of Marketing	4

Total Certificate Credits	12
General Education Credits	25
Major and Core Credits	25
TOTAL CERTIFICATE CREDITS	37

Developmental Education courses do not count toward total program credits, and are not calculated in GPA. Students must demonstrate mastery of the subject matter in Developmental Education courses through a Rasmussen College entrance placement exam, approved exemption based on previously completed coursework, or by successful completion of Developmental Education courses.

BUSINESS MANAGEMENT ASSOCIATE'S DEGREE

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

11-Week Quarters (5.5-Week Terms)

THIS PROGRAM VERSION IS NOT AVAILABLE IN ILLINOIS

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

CAREER OPPORTUNITIES:

- Customer Service Representative
- Administrative Assistant
- Call Center Representative
- Sales Representative

OBJECTIVE:

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

IN ADDITION TO ALL BUSINESS CERTIFICATE COURSES (pg. 8)

GENERAL EDUCATION COURSES

LOWER DIVISION

Communication (Select 1 course)+	4
Humanities (Select 2 courses)+	8
Math/Natural Sciences (Select 2 courses, one must be a Math course)+	8
Social Sciences (Select one pairing)+	8
ECO 1000 Principles of Economics	
Select 1 Social Sciences elective other than Macroeconomics or Microeconomics	
OR	
ECO 2013 Macroeconomics+	
ECO 2023 Microeconomics+	

MAJOR AND CORE COURSES

LOWER DIVISION

ACG 2062C Computer Focused Principles	3
FIN 1000 Principles of Finance	4
GEB 2888 Introduction to Business Analysis and Intelligence	4
GEB 2930 Business Capstone	2
MAN 1300 Introduction to Human Resource Management	4
MAN 2793 Introduction to Functional and Project Management	4
MNA 1161 Customer Service	4
Total Associate's Degree Credits	40
General Education Credits	50
Major and Core Credits	50

TOTAL DEGREE CREDITS 90

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

+Flex Choice Credit by Assessment courses available; see page 108 for details.

THIS PROGRAM VERSION IS AVAILABLE IN ILLINOIS ONLY

Associate of Applied Science Degree in Illinois

CAREER OPPORTUNITIES:

- Customer Service Representative
- Administrative Assistant
- Call Center Representative
- Sales Representative

OBJECTIVE:

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

IN ADDITION TO ALL BUSINESS CERTIFICATE COURSES (pg. 8)

GENERAL EDUCATION COURSES

LOWER DIVISION

Communication (Required course)	4
SPC 2017 Oral Communication+	
Humanities (Select 2 courses)+	8
Natural Sciences (Required courses)	6
BSC 1548 Human Biology	
BSC 1548L Human Biology Lab	
Math (Select 1 course)+	4
Social Sciences (Select one pairing)+	8
ECO 1000 Principles of Economics	
Select 1 Social Sciences elective other than Macroeconomics or Microeconomics	
OR	
ECO 2013 Macroeconomics+	
ECO 2023 Microeconomics+	

MAJOR AND CORE COURSES

LOWER DIVISION

ACG 2062C Computer Focused Principles	3
FIN 1000 Principles of Finance	4
GEB 2888 Introduction to Business Analysis and Intelligence	4
GEB 2930 Business Capstone	2
MAN 1300 Introduction to Human Resource Management	4
MAN 2793 Introduction to Functional and Project Management	4
MNA 1161 Customer Service	4

Total Associate's Degree Credits 42

General Education Credits 50

Major and Core Credits 50

TOTAL DEGREE CREDITS 92

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

+Flex Choice Credit by Assessment courses available; see page 108 for details.

BUSINESS MANAGEMENT BACHELOR'S DEGREE

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

12-Week Quarters (6-Week Sessions)

Bachelor of Science Degree

CAREER OPPORTUNITIES:

- General and Operations Manager

OBJECTIVE:

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

ENTRANCE REQUIREMENTS:

This is a bachelor-completer program. To be considered for admission, students must hold a conferred associate's degree from an accredited institution as recognized by the U.S. Department of Education, or students must have successfully completed at least 60 quarter or 40 semester credits of college-level coursework with a grade of C or higher.

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

GENERAL EDUCATION COURSES

UPPER DIVISION

Communication (Select 1 course)+	4
Humanities (Select 2 courses) +	8
Math/Natural Sciences (*Required, select 1 additional course)+	8
*STA 3215 Inferential Statistics and Analytics	
Social Sciences (Select 2 courses)+	8

MAJOR AND CORE COURSES

UPPER DIVISION

ACG 3357 Accounting for Business Managers	4
BUL 4060 Business Law and Ethical Behavior	3
GEB 3124 Business Research and Analysis	4
GEB 3422 Business Project Management	4
GEB 4220 Managing a Diverse Workforce	4
GEB 4410 Advanced Principles of Marketing	4
ISM 3015 Management of Information Systems	4
MAN 3175 Applied Management Principles	4
MAN 3504 Operations Management	4
MAN 4143 Contemporary Leadership Challenges	4
MAN 4240 Organizational Behavior Analysis	4
MAN 4441 Negotiation and Conflict Management	4
MAN 4602 International Business	4
MAN 4720 Strategic Management	4
MAN 4900 Management Capstone	3
RMI 4020 Risk Management	4

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

TOTAL DEGREE CREDITS 180

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

+Flex Choice Credit by Assessment courses available; see page 108 for details.

SPECIALIZATION OPTIONS

Students may elect to focus the general degree by substituting either of the following four-course specializations in place of: GEB 3124 Business Research and Analysis, MAN 3175 Applied Management Principles, MAN 4441 Negotiation and Conflict Management, and MAN 4602 International Business.

Business Analysis Specialization

CIS 4836C Web Analytics	4
IDC 3152 Enterprise Resource Reporting	4
IDC 3688 Advanced Relational Databases	4
IDC 4291 Advanced Business Process Management	4

Entrepreneurship Specialization

ENT 3281 Business Innovation: Best Practices in New Business Development	4
ENT 3624 Funding a New Business	4
ENT 4011 Sales and Marketing for New Business Ventures	4
ENT 4177 Law, Ethics and Entrepreneurship	4

FINANCE BACHELOR'S DEGREE

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

12-Week Quarters (6-Week Sessions)

Bachelor of Science Degree

CAREER OPPORTUNITIES:

- Financial Analyst
- Financial Manager
- Budget Analyst

OBJECTIVE:

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

ENTRANCE REQUIREMENTS:

This is a bachelor-completer program. To be considered for admission, students must hold a conferred associate's degree from an accredited institution as recognized by the U.S. Department of Education, or students must have successfully completed at least 60 quarter or 40 semester credits of college-level coursework with a grade of C or higher. In addition, students entering the Finance Bachelor's Degree program must provide evidence of having successfully completed with a grade of C or higher both Principles of Financial Accounting for Managers and Principles of Finance or Financial Markets and Institutions, or course equivalents.

A student not transferring successfully completed Principles of Financial Accounting for Managers and Principles of Finance or Financial Markets and Institutions, or course equivalents, will be considered prequalified until both courses are completed within a regularly scheduled quarter at the regular non-Accelerated tuition rate. Once the program pre-qualification requirements are met, the student will be accepted into the Finance Bachelor's degree program

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

GENERAL EDUCATION COURSES

UPPER DIVISION

Communication (Select 1 course)+	4
Humanities (Select 2 courses)+	8
Math/Natural Sciences (*Required, select 1 additional course)+	8
*STA 3215 Inferential Statistics and Analytics	
Social Sciences (Select 2 courses)+	8

MAJOR AND CORE COURSES

UPPER DIVISION

ACG 3080 Managerial Accounting Theory and Practice	4
BUL 3266 Business Law and Finance	4
ECO 4223 Money and Banking	4
FIN 3122 Intermediate Financial Management	4
FIN 3247 Investments and Security Markets	4
FIN 3396 International Finance	4
FIN 3434 Applications in Corporate Finance	4
FIN 4019 Financial Modeling	4
FIN 4372 Investment Portfolio Management	4
FIN 4955 Finance Capstone II	3
GEB 3020 Advanced Principles of Financial Management	4
ISM 3015 Management of Information Systems	4
MAN 4143 Contemporary Leadership Challenges	4
MAN 4720 Strategic Management	4
TAX 3257 Partnership and Corporate Taxation	4

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

TOTAL DEGREE CREDITS 181

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

+Flex Choice Credit by Assessment courses available; see page 108 for details.

CAREER-FOCUSED CURRICULUM

By teaching you how to develop successful financial strategies that support a company's success and how to optimize organizational profitability, our Finance Bachelor's Degree prepares you to advance your career as a financial professional.

HEALTHCARE MANAGEMENT BACHELOR'S DEGREE

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

12-Week Quarters (6-Week Sessions)

Bachelor of Science Degree

CAREER OPPORTUNITIES:

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

OBJECTIVE:

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

ENTRANCE REQUIREMENTS:

This is a bachelor-completer program. To be considered for admission, students must hold a conferred associate's degree from an accredited institution as recognized by the Department of Education, or students must have successfully completed 60 quarter or 40 semester credits with a grade of C or higher.

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

GENERAL EDUCATION COURSES

UPPER DIVISION

Communication (Select 1 course)+	4
Humanities (Select 2 courses)+	8
Math/Natural Sciences (*Required, select 1 additional course)+	8
*STA 3215 Inferential Statistics and Analytics	
Social Sciences (Select 2 courses)+	8

MAJOR AND CORE COURSES

UPPER DIVISION

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

Choose either Track I or Track II

Track I ¹

HSA 4940 Healthcare Management Internship	3
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Track II

HSA 4922 Healthcare Management Capstone	3
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Total Bachelor's Degree Credits

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

TOTAL DEGREE CREDITS 180

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

+Flex Choice Credit by Assessment courses available; see page 108 for details.

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

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

HUMAN RESOURCES AND ORGANIZATIONAL LEADERSHIP

ASSOCIATE'S DEGREE

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

11-Week Quarters (5.5-Week Terms)

THIS PROGRAM VERSION IS NOT AVAILABLE IN ILLINOIS

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

CAREER OPPORTUNITIES:

- Human Resource Generalist
- Training and Development Specialist
- Job Analysis/Recruiting Specialist

OBJECTIVE:

Graduates of this program know fundamental concepts in leadership, human resources, management, marketing, and business ethics. They understand how human resources impact the workplace and can apply critical thinking to issues related to organizations, employment law, compensation, training, and employee development. They can demonstrate management skills including planning and decision-making, organizing, controlling, and leading employees. They can interpret basic financial data and perform basic accounting skills. They can use computer applications for the business environment. Graduates value written and interpersonal communication, critical thinking and problem solving, information and financial literacy, and the significance of diversity awareness skills in academic and workplace situations.

IN ADDITION TO ALL BUSINESS CERTIFICATE COURSES (pg. 8)

GENERAL EDUCATION COURSES

LOWER DIVISION

Communication (Select 1 course) ⁺	4
Humanities (Select 2 courses) ⁺	8
Math/Natural Sciences (Select 2 courses, one must be a Math course) ⁺	8
Social Sciences (Select one pairing) ⁺	8
ECO 1000 Principles of Economics	
Select 1 Social Sciences elective other than Macroeconomics or Microeconomics	

OR

ECO 2013	Macroeconomics ⁺
ECO 2023	Microeconomics ⁺

MAJOR AND CORE COURSES

LOWER DIVISION

FIN 1000	Principles of Finance	4
GEB 2930	Business Capstone	2
LBS 2030	Training and Development	4
LDR 2439	Introduction to Organizational Leadership	4
MAN 1300	Introduction to Human Resource Management	4
MAN 2793	Introduction to Functional and Project Management	4
PLA 2476	Employment Law	4

Total Associate's Degree Credits

General Education Credits	40
Major and Core Credits	51

TOTAL DEGREE CREDITS 91

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

⁺Flex Choice Credit by Assessment courses available; see page 108 for details.

THIS PROGRAM VERSION IS AVAILABLE IN ILLINOIS ONLY

Associate of Applied Science Degree in Illinois

CAREER OPPORTUNITIES:

- Human Resource Generalist
- Training and Development Specialist
- Job Analysis/Recruiting Specialist

OBJECTIVE:

Graduates of this program know fundamental concepts in leadership, human resources, management, marketing, and business ethics. They understand how human resources impact the workplace and can apply critical thinking to issues related to organizations, employment law, compensation, training, and employee development. They can demonstrate management skills including planning and decision-making, organizing, controlling, and leading employees. They can interpret basic financial data and perform basic accounting skills. They can use computer applications for the business environment. Graduates value written and interpersonal communication, critical thinking and problem solving, information and financial literacy, and the significance of diversity awareness skills in academic and workplace situations.

IN ADDITION TO ALL BUSINESS CERTIFICATE COURSES (pg. 8)

GENERAL EDUCATION COURSES

LOWER DIVISION

Communication (Required course)	4
SPC 2017 Oral Communication ⁺	
Humanities (Select 2 courses) ⁺	8
Math (Select 1 course) ⁺	4
Natural Sciences (Required courses)	6
BSC 1548 Human Biology	
BSC 1548L Human Biology Lab	
Social Sciences (Select one pairing) ⁺	8
ECO 1000 Principles of Economics	
Select 1 Social Sciences elective other than Macroeconomics or Microeconomics	

OR

ECO 2013	Macroeconomics ⁺
ECO 2023	Microeconomics ⁺

MAJOR AND CORE COURSES

LOWER DIVISION

FIN 1000	Principles of Finance	4
GEB 2930	Business Capstone	2
LBS 2030	Training and Development	4
LDR 2439	Introduction to Organizational Leadership	4
MAN 1300	Introduction to Human Resource Management	4
MAN 2793	Introduction to Functional and Project Management	4
PLA 2476	Employment Law	4

Total Associate's Degree Credits

General Education Credits	42
Major and Core Credits	51

TOTAL DEGREE CREDITS 93

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

⁺Flex Choice Credit by Assessment courses available; see page 108 for details.

HUMAN RESOURCES AND ORGANIZATIONAL LEADERSHIP

BACHELOR'S DEGREE

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE
12-Week Quarters (6-Week Sessions)

Bachelor of Science Degree

CAREER OPPORTUNITIES:

- Human Resources Manager
- Compensation and Benefits Manager
- Training and Development Manager
- Personnel Recruiter

OBJECTIVE:

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

ENTRANCE REQUIREMENTS:

This is a bachelor-completer program. To be considered for admission, students must hold a conferred associate's degree from an accredited institution as recognized by the U.S. Department of Education, or students must have successfully completed at least 60 quarter or 40 semester credits of college-level coursework with a grade of C or higher.

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

GENERAL EDUCATION COURSES

UPPER DIVISION

Communication (Select 1 course) ⁺	4
Humanities (Select 2 courses) ⁺	8
Math/Natural Sciences (Required course)	4
STA 3215 Inferential Statistics and Analytics	
Social Sciences (Select 2 courses) ⁺	8

MAJOR AND CORE COURSES

UPPER DIVISION

GEB 4220	Managing a Diverse Workforce	4
GEB 4505	Organizational Development	4
INS 3677	International Leadership and Human Resource Management	4
MAN 3322	Human Resource Information Systems	4
MAN 3429	Modern Human Resource Management	4
MAN 3668	Strategic Human Resource Management	4
MAN 4055	Workforce Performance and Talent Management	4
MAN 4128	Workforce and Labor Relations Management	4
MAN 4143	Contemporary Leadership Challenges	4
MAN 4240	Organizational Behavior Analysis	4
MAN 4320	Human Resource Recruitment and Selection	4
MAN 4330	Compensation Administration	4
MAN 4572	Instructional Design, Training and Development, and Learning	4
MAN 4679	Performance-Based Training and Instructional Design	4
MAN 4701	Leading Change	4
MAN 4845	Leadership and Teams	4

Choose either Track I or Track II

Track I¹

MAN 4490	Human Resource Management Internship	2
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Track II

MAN 4991	Human Resource Project Capstone	2
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Total Bachelor's Degree Credits

Transferred Lower Division Credits	91
Upper Division General Education Credits	24
Upper Division Major and Core Credits	66

TOTAL DEGREE CREDITS 181

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

⁺Flex Choice Credit by Assessment courses available; see page 108 for details.

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

CAREER-FOCUSED CURRICULUM

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

MARKETING ASSOCIATE'S DEGREE

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

11-Week Quarters (5.5-Week Terms)

THIS PROGRAM VERSION IS NOT AVAILABLE IN ILLINOIS

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

CAREER OPPORTUNITIES:

- Marketing Coordinator
- Marketing Specialist
- E-Commerce Specialist

OBJECTIVE:

Graduates of this program understand fundamental concepts in marketing and business management. They can demonstrate marketing and management skills including planning and decision making, organizing, controlling, and leading employees. Students will be able to use computer applications for the business environment. Graduates value written and interpersonal communication, critical thinking and problem solving, information and financial literacy, and the significance of diversity awareness skills in academic and workplace situations.

IN ADDITION TO ALL BUSINESS CERTIFICATE COURSES (pg. 8)

GENERAL EDUCATION COURSES

LOWER DIVISION

Communication (Select 1 course) ⁺	4
Humanities (Select 2 courses) ⁺	8
Math/Natural Sciences (Select 2 courses, one must be a Math course ⁺)	8
Social Sciences (Select one pairing) ⁺	8
ECO 1000 Principles of Economics	
Select 1 Social Sciences elective other than Macroeconomics or Microeconomics	
OR	
ECO 2013 Macroeconomics ⁺	
ECO 2023 Microeconomics ⁺	

MAJOR AND CORE COURSES

LOWER DIVISION

FIN 1000 Principles of Finance	4
GEB 2444 Internet Business Models and E-Commerce	4
GEB 2888 Introduction to Business Analysis and Intelligence	4
GEB 2930 Business Capstone	2
MAN 1300 Introduction to Human Resource Management	4
MAR 2374 Online Multimedia Marketing	4
MAR 2873 Public Relations and Advertising	4

Total Associate's Degree Credits	40
General Education Credits	51
Major and Core Credits	51

TOTAL DEGREE CREDITS 91

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

⁺Flex Choice Credit by Assessment courses available; see page 108 for details.

THIS PROGRAM VERSION IS AVAILABLE IN ILLINOIS ONLY

Associate of Applied Science Degree in Illinois

CAREER OPPORTUNITIES:

- Marketing Coordinator
- Marketing Specialist
- E-Commerce Specialist

OBJECTIVE:

Graduates of this program understand fundamental concepts in marketing and business management. They can demonstrate marketing and management skills including planning and decision making, organizing, controlling, and leading employees. Students will be able to use computer applications for the business environment. Graduates value written and interpersonal communication, critical thinking and problem solving, information and financial literacy, and the significance of diversity awareness skills in academic and workplace situations.

IN ADDITION TO ALL BUSINESS CERTIFICATE COURSES (pg. 8)

GENERAL EDUCATION COURSES

LOWER DIVISION

Communication (Required course)	4
SPC 2017 Oral Communication ⁺	
Humanities/Fine Arts (Select 2 courses) ⁺	8
Math (Select 1 course) ⁺	4
Natural Sciences (Required courses)	6
BSC 1548 Human Biology	
BSC 1548L Human Biology Lab	
Social Sciences (Select one pairing) ⁺	8
ECO 1000 Principles of Economics	
Select 1 Social Sciences elective other than Macroeconomics or Microeconomics	
OR	
ECO 2013 Macroeconomics ⁺	
ECO 2023 Microeconomics ⁺	

MAJOR AND CORE COURSES

LOWER DIVISION

FIN 1000 Principles of Finance	4
GEB 2444 Internet Business Models and E-Commerce	4
GEB 2888 Introduction to Business Analysis and Intelligence	4
GEB 2930 Business Capstone	2
MAN 1300 Introduction to Human Resource Management	4
MAR 2374 Online Multimedia Marketing	4
MAR 2873 Public Relations and Advertising	4

Total Associate's Degree Credits	42
General Education Credits	51
Major and Core Credits	51

TOTAL DEGREE CREDITS 93

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

⁺Flex Choice Credit by Assessment courses available; see page 108 for details.

MARKETING BACHELOR'S DEGREE

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

12-Week Quarters (6-Week Sessions)

Bachelor of Science Degree

CAREER OPPORTUNITIES:

- Marketing Manager
- Advertising Manager
- Market Research Analyst
- Sales Manager

OBJECTIVE:

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

ENTRANCE REQUIREMENTS:

This is a bachelor-completer program. To be considered for admission, students must hold a conferred associate's degree from an accredited institution as recognized by the U.S. Department of Education, or students must have successfully completed at least 60 quarter or 40 semester credits of college-level coursework with a grade of C or higher.

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

GENERAL EDUCATION COURSES

UPPER DIVISION

Communication (Select 1 course)+	4
Humanities (Select 2 courses)+	8
Math/Natural Sciences (*Required, select 1 additional course)+	8
*STA 3215 Inferential Statistics and Analytics	
Social Sciences (Select 2 courses)+	8

MAJOR AND CORE COURSES

UPPER DIVISION

GEB 3124 Business Research and Analysis	4
GEB 3275 Consumer Behavior	4
GEB 4220 Managing a Diverse Workforce	4
GEB 4230 Website Development for Business	4
GEB 4410 Advanced Principles of Marketing	4
MAN 4143 Contemporary Leadership Challenges	4
MAN 4240 Organizational Behavior Analysis	4
MAN 4602 International Business	4
MAN 4720 Strategic Management	4
MAR 3295 Internet Marketing, Public Relations, and Social Media	4
MAR 3592 Strategic Sales and Sales Management	4
MAR 3817 Search Engine Optimization and Marketing Strategies	4
MAR 4239 Marketing and Product Management	4
MAR 4355 Web Analytics	4
MAR 4582 Internet Law	4
MAR 4806 Marketing Capstone	2

Total Bachelor's Degree Credits	91
Transferred Lower Division Credits	28
Upper Division General Education Credits	62
Upper Division Major and Core Credits	181

TOTAL DEGREE CREDITS

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

+Flex Choice Credit by Assessment courses available; see page 108 for details.

CAREER-FOCUSED CURRICULUM

Bringing together traditional and online marketing strategies with trusted sales management techniques, our Marketing Bachelor's Degree prepares you for a career in today's ever-changing business environment.

SUPPLY CHAIN AND LOGISTICS MANAGEMENT BACHELOR'S DEGREE

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

12-Week Quarters (6-Week Sessions)

Bachelor of Science Degree

CAREER OPPORTUNITIES:

- Logistician
- Logistics Manager
- Logistics Analyst
- Logistics Engineer
- Supply Chain Analyst
- Supply Chain Manager
- Operations Manager

OBJECTIVE:

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

ENTRANCE REQUIREMENTS:

This is a bachelor-completer program. To be considered for admission, students must hold a conferred associate's degree from an accredited institution as recognized by the U.S. Department of Education, or students must have successfully completed at least 60 quarter or 40 semester credits of college-level coursework with a grade of C or higher.

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

GENERAL EDUCATION COURSES

UPPER DIVISION

Communication (Select 1 course) ⁺	4
Humanities (Select 2 Courses) ⁺	8
Math/Natural Sciences (*Required, select 1 additional course) ⁺	8
*STA 3215 Inferential Statistics and Analytics	
Social Sciences (*Required, select 1 additional course) ⁺	8
*ECO 3250 Managerial Economics	

MAJOR AND CORE COURSES

UPPER DIVISION

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

Choose either Track I or Track II

Track I¹ (not available in Illinois)	
TRA 4490 Supply Chain and Logistics Management Internship	3
Track II	
TRA 4495 Supply Chain and Logistics Management Capstone	3

Total Bachelor's Degree Credits

Transferred Lower Division Credits	90
Upper Division General Education Credits	28
Upper Division Major and Core Credits	62
TOTAL DEGREE CREDITS	180

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

⁺Flex Choice Credit by Assessment courses available; see page 108 for details.

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

GRAPHIC DESIGN ASSOCIATE'S DEGREE

ANIMATION AND MOTION GRAPHICS

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

11-Week Quarters (5.5-Week Terms)

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

CAREER OPPORTUNITIES:

- Graphic Designer
- Print Designer
- Digital Designer
- Animation Designer
- Animation Artist
- Production Artist
- Motion Graphics Artist
- 3D Animation Artist

OBJECTIVE:

Graduates of the Animation and Motion Graphics Associate's Degree program know intermediate theories of design, motion graphics, animation, project management, and portfolio development. They can create and combine multiple forms of media to generate animation and motion-based projects involving graphic, video, and audio assets. Students will complete the program with a graphic portfolio that demonstrates their skills, knowledge, and techniques in design, animation, video, and motion graphics. Graduates value written and interpersonal communication, critical thinking and problem solving, information literacy, and the significance of diversity awareness skills in academic and workplace situations.

DEVELOPMENTAL EDUCATION COURSES

B080 Reading and Writing Strategies	4
B087 Practical Math	4

GENERAL EDUCATION COURSES

LOWER DIVISION

English Composition (Required course)	4
ENC 1101 English Composition	
Communication (Select 1 course) ⁺	4
Humanities (*Required, select 1 additional course) ⁺	8
*ART 1204 Art Appreciation ⁺	
Math/Natural Sciences (Select 1 of the following, and 1 additional course) ⁺	8
MAT 1402 General Education Math ⁺	
MAT 1222 Algebra ⁺	
Social Sciences (Select 2 courses) ⁺	8

MAJOR AND CORE COURSES

LOWER DIVISION

DIG 1280C Audio/Video Editing	3
E242 Career Development ⁺	2
GRA 1022C Figure Drawing	3
GRA 1057C Design Foundations	3
GRA 1164C Drawing from Observation	3
GRA 1188C 3D Modeling	3
GRA 1206C Typography	3
GRA 1235C 3D Lighting, Texturing and Rendering	3
GRA 1281C Color Theory	3
GRA 1461C 3D Animation	3
GRA 1493C Digital Illustration	3
GRA 1552C Introduction to Animation	3
GRA 2060C Interactive Media	3
GRA 2133C Print Design	3
GRA 2274C User Experience Design	3
GRA 2390C Digital Photography	3
GRA 2442C Motion Graphics	3
GRA 2607C Portfolio Development	3
GRA 2754C Character Modeling	3

Choose either Track I or Track II

Track I¹ (not available in Illinois)	
GRA 2956 Design Internship	3
Track II	
GRA 2522C Digital Media Project	3

Total Associate's Degree Credits	32
General Education Credits	32
Major and Core Credits	59

TOTAL DEGREE CREDITS 91

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

⁺Flex Choice Credit by Assessment courses available; see page 108 for details.

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

Developmental Education courses do not count toward total program credits, and are not calculated in GPA. Students must demonstrate mastery of the subject matter in Developmental Education courses through a Rasmussen College entrance placement exam, approved exemption based on previously completed coursework, or by successful completion of Developmental Education courses.

Students in the Information Technology Management, Information Security, and Graphic Design programs are eligible for specific industry certifications. The College will reimburse students to sit for one recommended certification, as well as up to two additional optional certifications. Reimbursements will be made only once per certification. Students are responsible for paying for any additional attempts.

GRAPHIC DESIGN BACHELOR'S DEGREE

ANIMATION AND MOTION GRAPHICS

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

11-Week Quarters (5.5-Week Terms)

Bachelor of Science Degree

CAREER OPPORTUNITIES:

- Graphic Designer
- Motion Graphics Artist
- Print Designer
- 3D Animation Artist
- Digital Designer
- Art Director
- Animation Designer
- Multimedia Artist and Animator
- Animation Artist
- Visual Media Producer
- Production Artist

OBJECTIVE:

Graduates of the Animation and Motion Graphics Bachelor's Degree program will be able to conceptualize, plan, design, produce, and implement successful design solutions to complex visual projects. Students will know advanced theories of design, motion graphics, animation, project management, and portfolio development. They can create and combine multiple forms of media with a high level of craft and proficiency to generate animation and motion-based projects involving graphic, video, and audio assets. Students will complete the program with a graphic portfolio that demonstrates their skills, knowledge, and techniques in design, animation, video, and motion graphics. They value written and interpersonal communication, critical thinking and problem solving, information literacy, and the significance of diversity awareness skills in academic and workplace situations. Graduates will be employable in entry-level positions in graphic design, 2D and 3D animation, video production, character animation, or content creation for game design.

IN ADDITION TO ALL GRAPHIC DESIGN ASSOCIATE'S DEGREE – ANIMATION AND MOTION GRAPHICS COURSES

GENERAL EDUCATION COURSES

UPPER DIVISION

Communication (Required course)	4
MMC 3407 Visual Communication in the Media ⁺	
Humanities (Select 2 courses) ⁺	8
Math/Natural Sciences (Select 1 course) ⁺	4
Social Sciences (Select 2 courses) ⁺	8

MAJOR AND CORE COURSES

UPPER DIVISION

GEB 3051	The Business of Digital Media	4
GRA 3005C	Interactive Publishing	4
GRA 3126C	Graphic Design History	3
GRA 3234C	Advanced Typography	4
GRA 3375C	Advanced Color Theory	4
GRA 3487C	Advanced Digital Photography	4
GRA 3563C	Animation History	4
GRA 3678C	Advanced 3D Modeling	4
GRA 4002C	Advanced Motion Graphics	4
GRA 4172C	Advanced User Experience Design	4
GRA 4306C	Digital Short Film Project	4
GRA 4419C	Advanced Portfolio Development	4
GRA 4503C	Digital Effects	4
GRA 4631C	Advanced Character Modeling	4
GRA 4752C	Advanced 3D Rigging	4
GRA 4837	Animation Capstone Project	3

Choose either Track I or Track II

Track I ¹ (not available in Illinois)

GRA 4932	Advanced Design Internship	4
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Track II

GRA 4228C	Media Campaign Design	4
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Total Bachelor's Degree Credits

Lower Division General Education Credits	32
Upper Division General Education Credits	24
Lower Division Major and Core Credits	59
Upper Division Major and Core Credits	66

TOTAL DEGREE CREDITS 181

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

⁺Flex Choice Credit by Assessment courses available; see page 108 for details.

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

Students in the Information Technology Management, Information Security, and Graphic Design programs are eligible for specific industry certifications. The College will reimburse students to sit for one recommended certification, as well as up to two additional optional certifications. Reimbursements will be made only once per certification. Students are responsible for paying for any additional attempts.

GRAPHIC DESIGN ASSOCIATE'S DEGREE

WEB AND INTERACTIVE DESIGN

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

11-Week Quarters (5.5-Week Terms)

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

CAREER OPPORTUNITIES:

- Graphic Designer
- Print Designer
- Digital Designer
- Website Designer
- Interactive Designer
- Web Developer
- User Interface Designer

OBJECTIVE:

Graduates of the Web and Interactive Design Associate's Degree know intermediate theories of visual and interactive design, website design, project management, and portfolio development. They can create and combine multiple forms of media to generate web-based projects involving graphic, video, and audio assets. Students will complete the program with a web-based portfolio that demonstrates their skills, knowledge, and techniques in graphic and web design as well as interactivity. Graduates value written and interpersonal communication, critical thinking and problem solving, information literacy, and the significance of diversity awareness skills in academic and workplace situations.

DEVELOPMENTAL EDUCATION COURSES

B080	Reading and Writing Strategies	4
B087	Practical Math	4

GENERAL EDUCATION COURSES

LOWER DIVISION

English Composition (Required course)	4
ENC 1101 English Composition	
Communication (Select 1 course)+	4
Humanities (*Required, select 1 additional course)+	8
*ART 1204 Art Appreciation+	
Math/Natural Sciences (Select 1 of the following, and 1 additional course)+	8
MAT 1402 General Education Math+	
MAT 1222 Algebra+	
Social Sciences (Select 2 courses)+	8

MAJOR AND CORE COURSES

LOWER DIVISION

DIG 1280C Audio/Video Editing	3
E242 Career Development+	2
GRA 1057C Design Foundations	3
GRA 1164C Drawing from Observation	3
GRA 1206C Typography	3
GRA 1281C Color Theory	3
GRA 1377C Fundamentals of Web Design	3
GRA 1493C Digital Illustration	3
GRA 1552C Introduction to Animation	3
GRA 1687C User-Centered Web Design	3
GRA 1747C Introduction to Web Scripting	3
GRA 2060C Interactive Media	3
GRA 2133C Print Design	3
GRA 2274C User Experience Design	3
GRA 2390C Digital Photography	3
GRA 2442C Motion Graphics	3
GRA 2607C Portfolio Development	3
GRA 2819C Scripting for Web Servers	3
GRA 2936C Mobile Web Design	3

Choose either Track I or Track II

Track I¹ (not available in Illinois)

GRA 2956 Design Internship	3
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Track II

GRA 2522C Digital Media Project	3
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Total Associate's Degree Credits

General Education Credits	32
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Major and Core Credits	59
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TOTAL DEGREE CREDITS	91
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SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

+Flex Choice Credit by Assessment courses available; see page 108 for details.

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

Developmental Education courses do not count toward total program credits, and are not calculated in GPA. Students must demonstrate mastery of the subject matter in Developmental Education courses through a Rasmussen College entrance placement exam, approved exemption based on previously completed coursework, or by successful completion of Developmental Education courses.

Students in the Information Technology Management, Information Security, and Graphic Design programs are eligible for specific industry certifications. The College will reimburse students to sit for one recommended certification, as well as up to two additional optional certifications. Reimbursements will be made only once per certification. Students are responsible for paying for any additional attempts.

GRAPHIC DESIGN BACHELOR'S DEGREE

WEB AND INTERACTIVE DESIGN

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

11-Week Quarters (5.5-Week Terms)

Bachelor of Science Degree

CAREER OPPORTUNITIES:

- Graphic Designer
- Print Designer
- Digital Designer
- Website Designer
- Interactive Designer
- Web Developer
- User Interface Designer
- Art Director
- Visual Media Producer
- Web Operations Manager

OBJECTIVE:

Graduates of the Web and Interactive Design Bachelor's Degree program will be able to conceptualize, plan, design, produce, and implement successful design solutions to complex visual projects. Students will know advanced theories of design and interactivity, web design, user experience design, project management, and portfolio development. They can create and combine multiple forms of media with a high level of craft and proficiency to generate interactive and web-based projects involving graphic, video, and audio assets. Students will complete the program with a web-based portfolio that demonstrates their skills, knowledge, and techniques in web, interactivity, video, and design. They value written and interpersonal communication, critical thinking and problem solving, information literacy, and the significance of diversity awareness skills in academic and workplace situations. Graduates will be employable in entry-level positions in graphic design, web design, user experience design, interactive design, or web development.

IN ADDITION TO ALL GRAPHIC DESIGN ASSOCIATE'S DEGREE – WEB AND INTERACTIVE GRAPHICS COURSES

GENERAL EDUCATION COURSES

UPPER DIVISION

Communication (Required Course)	4
MMC 3407 Visual Communication in the Media ⁺	
Humanities (Select 2 courses) ⁺	8
Math/Natural Sciences (Select 1 course) ⁺	4
Social Sciences (Select 2 courses) ⁺	8

MAJOR AND CORE COURSES

UPPER DIVISION

GEB 3051 The Business of Digital Media	4
GRA 3005C Interactive Publishing	4
GRA 3126C Graphic Design History	3
GRA 3234C Advanced Typography	4
GRA 3375C Advanced Color Theory	4
GRA 3487C Advanced Digital Photography	4
GRA 3792C Web Content Management Systems	4
GRA 3844C Search Engines, Optimization and Analytics	4
GRA 3972C Information Architecture for Web	4
GRA 4002C Advanced Motion Graphics	4
GRA 4172C Advanced User Experience Design	4
GRA 4306C Digital Short Film Project	4
GRA 4419C Advanced Portfolio Development	4
GRA 4790C Advanced PHP for E-Commerce	4
GRA 4948 Web Capstone Project	3
GRA 4953C Internet History and E-Commerce	4

Choose either Track I or Track II

Track I ¹ (not available in Illinois)

GRA 4932 Advanced Design Internship	4
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Track II

GRA 4228C Media Campaign Design	4
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Total Bachelor's Degree Credits

Lower Division General Education Credits	32
Upper Division General Education Credits	24
Lower Division Major and Core Credits	59
Upper Division Major and Core Credits	66

TOTAL DEGREE CREDITS 181

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

⁺Flex Choice Credit by Assessment courses available; see page 108 for details.

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

Students in the Information Technology Management, Information Security, and Graphic Design programs are eligible for specific industry certifications. The College will reimburse students to sit for one recommended certification, as well as up to two additional optional certifications. Reimbursements will be made only once per certification. Students are responsible for paying for any additional attempts.

EARLY CHILDHOOD EDUCATION CERTIFICATE

11-Week Quarters (5.5-Week Terms)

CAREER OPPORTUNITIES:

- Early Childhood Teacher’s Aide

OBJECTIVE:

Graduates of this program know child development and apply best practices to their work in the early childhood field. Students are prepared to apply for the national Child Development Associate (CDA) credential. Graduates value the ability to effectively communicate in a variety of situations, in the workplace, and in their communities.

DEVELOPMENTAL EDUCATION COURSES

B080	Reading and Writing Strategies	4
B087	Practical Math	4

Note: Illinois students take B095 Combined Basic and Intermediate Algebra instead of B087 Practical Math.

CERTIFICATE COURSES

LOWER DIVISION

E242	Career Development⁺	2
EEC 1202	Early Childhood Education Curriculum and Instruction	4
EEC 1700	Foundations of Child Development	4
EEC 1735	Health, Safety, and Nutrition/CDA Application	4
EEC 2613	Observation and Assessment in Early Childhood Education	4

Choose either Track I or Track II ¹

Track I (only available to residents of some states)

EEC 1860	Knowledge: Externship I	6
EEC 1861	Application: Externship II	6
EEC 1862	Reflection: Externship III	6

Track II

EEC 1863	Teacher Reflection I: Early Childhood Education as a Profession	6
EEC 1864	Teacher Reflection II: Morality and Ethics in Early Childhood Education	6
EEC 1865	Teacher Reflection III: The Intentional Teacher	6

TOTAL CERTIFICATE CREDITS 36

+ The Flex Choice Credit by Assessment option for this course is only available to students enrolled in a Flex Choice Credit by Assessment – eligible program. See page 108 for details.

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

¹ Track I and Track II Notes:

Track I (Externships): Track I includes externship courses, which are only available to residents of Florida, Illinois, Kansas, Minnesota, North Dakota, and Wisconsin. Students enrolling in the Early Childhood Education Certificate and the Associate’s Degree program must currently be working in the Early Childhood Education field and/or have an externship site approved by the College, prior to the close of business on the Friday of the first week of quarter break prior to the first term of enrollment, to be enrolled in the Externship Track. Please speak to a program manager for details.

Track II (Reflections): Students enrolling in the Early Childhood Education Certificate and the Associate’s Degree program who are not currently working in the Early Childhood Education field or do not have an externship site, approved by the College prior to the close of business on the Friday of the first week of quarter break prior to the first term of enrollment, will be enrolled in the Reflections Track. Please speak to a program manager for details.

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

Developmental Education courses do not count toward total program credits, and are not calculated in GPA. Students must demonstrate mastery of the subject matter in Developmental Education courses through a Rasmussen College entrance placement exam, approved exemption based on previously completed coursework, or by successful completion of Developmental Education courses.

Graduates of Early Childhood Education programs at Rasmussen College are not eligible for licensure as a teacher in an elementary or secondary school. A bachelor’s degree from a state approved college or university and a state teaching license are typically required to work as a teacher in a public school and some private school settings. States, municipalities, districts or individual schools may have more stringent licensing requirements. Students must determine the licensure qualification requirements in the state and school in which they intend to work.

Child care facilities and the states in which they are located establish qualifications for staff that work with children, and often implement guidelines regarding age, education, experience, background and professional development. Students must determine the licensure requirements in the state and facility in which they intend to work.

The Early Childhood Education Certificate and Associate’s Degree programs contain coursework aligned with the requirements for the Gateways Credentials, which are awarded and recognized by the Illinois Department of Human Services (IDHS) Bureau of Child Care and Development. Other eligibility requirements apply; please verify your eligibility against all Gateways Credentials requirements.

EARLY CHILDHOOD EDUCATION ASSOCIATE'S DEGREE

CHILD DEVELOPMENT • CHILD WITH FAMILY STUDIES • CHILD WITH SPECIAL NEEDS

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

11-Week Quarters (5.5-Week Terms)

THIS PROGRAM VERSION IS NOT AVAILABLE IN ILLINOIS

Associate of Science Degree in Florida, Associate of Applied Science Degree in Kansas, Minnesota, and Wisconsin

CAREER OPPORTUNITIES:

- Early Childhood Teacher
- Teacher's Assistant
- Early Childhood Special Education Assistant
- Preschool Teacher

OBJECTIVE:

Graduates of this program know child development and apply best practices to their work in the early childhood field. They understand developmentally appropriate practices, positive guidance, partnering with parents and observation and assessment of young children. They can plan and implement activities, materials and interactions that promote children's healthy development while supporting a safe environment. Graduates value written and interpersonal communication, critical thinking and problem solving, information and financial literacy and the significance of diversity awareness skills in academic and workplace situations. Students are prepared to apply for the national Child Development Associate (CDA) credential.

IN ADDITION TO ALL EARLY CHILDHOOD EDUCATION CERTIFICATE COURSES

GENERAL EDUCATION COURSES

LOWER DIVISION

English Composition (Required course)	4
ENC 1101 English Composition	
Communication (*Required, select 1 additional course)+	6
*COM 1865 Locating and Evaluating Information	
Humanities (Select 2 courses)+	8
Math/Natural Sciences (Select 2 courses)+	8
Social Sciences (Select 2 courses)+	8

Students in the Child and Family Studies Specialization may not count Introduction to Sociology as a general education Social Science requirement.

MAJOR AND CORE COURSES

LOWER DIVISION

CGS 1240 Computer Applications and Business Systems Concepts+	3
EEC 2935 Summative Project for Early Childhood Education	2

Child Development Specialization

EEC 2217 Emerging Literacy Through Children's Literature	4
EEC 2401 Dynamics of the Family	4
EEC 2500 Infant and Toddler Development	4
EEX 2010 The Exceptional Child	4

Child with Family Studies Specialization

EEC 2225 Guiding Children's Behavior	4
EEC 2329 Parent Education and Support	4
EEC 2404 Child and Family Advocacy	4
SYG 1000 Introduction to Sociology	4

Child with Special Needs Specialization

EEC 2271 Curriculum and Instruction for Children with Special Needs	4
EEC 2272 The Inclusive Classroom	4
EEC 2403 Advocating for Children with Special Needs	4
EEX 2010 The Exceptional Child	4

Total Associate's Degree Credits

General Education Credits	34
Major and Core Credits	57

TOTAL DEGREE CREDITS 91

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

*Flex Choice Credit by Assessment courses available; see page 108 for details.

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

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

Graduates of Early Childhood Education programs at Rasmussen College are not eligible for licensure as a teacher in an elementary or secondary school. A bachelor's degree from a state approved college or university and a state teaching license are typically required to work as a teacher in a public school and some private school settings. States, municipalities, districts or individual schools may have more stringent licensing qualification requirements. Students must determine the licensure requirements in the state and school in which they intend to work.

Child care facilities and the states in which they are located establish qualifications for staff that work with children, and often implement guidelines regarding age, education, experience, background and professional development. Students must determine the licensure requirements in the state and facility in which they intend to work.

The Early Childhood Education Certificate and Associate's Degree programs contain coursework aligned with the requirements for the Gateways Credentials, which are awarded and recognized by the Illinois Department of Human Services (IDHS) Bureau of Child Care and Development. Other eligibility requirements apply; please verify your eligibility against all Gateways Credentials requirements.

Alabama residents should refer to the "Alabama Early Childhood Education Disclaimer" language in the Accreditation, Licensing, Approvals and Ownership section.

EARLY CHILDHOOD EDUCATION ASSOCIATE'S DEGREE

CHILD DEVELOPMENT • CHILD WITH FAMILY STUDIES • CHILD WITH SPECIAL NEEDS

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

11-Week Quarters (5.5-Week Terms)

THIS PROGRAM VERSION IS AVAILABLE IN ILLINOIS ONLY

Associate of Applied Science Degree in Illinois

CAREER OPPORTUNITIES:

- Early Childhood Teacher
- Teacher's Assistant
- Early Childhood Special Education Assistant
- Preschool Teacher

OBJECTIVE:

Graduates of this program know child development and apply best practices to their work in the early childhood field. They understand developmentally appropriate practices, positive guidance, partnering with parents and observation and assessment of young children. They can plan and implement activities, materials and interactions that promote children's healthy development while supporting a safe environment. Graduates value written and interpersonal communication, critical thinking and problem solving, information and financial literacy and the significance of diversity awareness skills in academic and workplace situations. Students are prepared to apply for the national Child Development Associate (CDA) credential.

IN ADDITION TO ALL CERTIFICATE COURSES

GENERAL EDUCATION COURSES

LOWER DIVISION

English Composition (Required course)	4
ENC 1101 English Composition	
Communication (Required courses)	6
COM 1865 Locating and Evaluating Information	
SPC 2017 Oral Communication ⁺	
Humanities (Select 2 courses) ⁺	8
Math (Select 1 course) ⁺	4
Natural Sciences (Required courses)	6
BSC 1548 Human Biology	
BSC 1548L Human Biology Lab	
Social Sciences (Select 2 courses) ⁺	8

MAJOR AND CORE COURSES

LOWER DIVISION

CGS 1240 Computer Applications and Business Systems Concepts ⁺	3
EEC 2935 Summative Project for Early Childhood Education	2

Child Development Specialization

EEC 2217 Emerging Literacy Through Children's Literature	4
EEC 2401 Dynamics of the Family	4
EEC 2500 Infant and Toddler Development	4
EEX 2010 The Exceptional Child	4

Child with Family Studies Specialization

EEC 2225 Guiding Children's Behavior	4
EEC 2329 Parent Education and Support	4
EEC 2404 Child and Family Advocacy	4
SYG 1000 Introduction to Sociology	4

Child with Special Needs Specialization

EEC 2271 Curriculum and Instruction for Children with Special Needs	4
EEC 2272 The Inclusive Classroom	4
EEC 2403 Advocating for Children with Special Needs	4
EEX 2010 The Exceptional Child	4

Total Associate's Degree Credits

General Education Credits	36
Major and Core Credits	57

TOTAL DEGREE CREDITS 93

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

⁺Flex Choice Credit by Assessment courses available; see page 108 for details.

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

Developmental Education courses do not count toward total program credits, and are not calculated in GPA. Students must demonstrate mastery of the subject matter in Developmental Education courses through a Rasmussen College entrance placement exam, approved exemption based on previously completed coursework, or by successful completion of Developmental Education courses.

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

Graduates of Early Childhood Education programs at Rasmussen College are not eligible for licensure as a teacher in an elementary or secondary school. A bachelor's degree from a state approved college or university and a state teaching license are typically required to work as a teacher in a public school and some private school settings. States, municipalities, districts or individual schools may have more stringent licensing requirements. Students must determine the licensure qualification requirements in the state and school in which they intend to work.

Child care facilities and the states in which they are located establish qualifications for staff that work with children, and often implement guidelines regarding age, education, experience, background and professional development. Students must determine the licensure requirements in the state and facility in which they intend to work.

Alabama residents should refer to the "Alabama Early Childhood Education Disclaimer" language in the Accreditation, Licensing, Approvals and Ownership section.

EARLY CHILDHOOD EDUCATION LEADERSHIP BACHELOR'S DEGREE

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

12-Week Quarters (6-Week Sessions)

Bachelor of Science Degree

CAREER OPPORTUNITIES:

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

OBJECTIVE:

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

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

ENTRANCE REQUIREMENTS:

This is a bachelor-completer program. To be considered for admission, students must hold a conferred associate's degree (see below) from an accredited institution as recognized by the U.S. Department of Education, or students must have successfully completed at least 91 quarter or 61 semester credits of college-level coursework with a grade of C or higher. Approved conferred degrees:

- | | |
|--|-------------------------------------|
| • Early Childhood Education | • Child Life Specialist/Assistant |
| • Education Foundations | • Human Services |
| • Early Childhood Development | • Early Childhood Special Education |
| • Elementary Education | • Child Care |
| • Child Development/Child Growth and Development | • Education and Youth Studies |
| • Child and Family Studies | • Para-educator |
| • Early Childhood and Youth Development | • Child Psychology |
| | • Early Care and Education |
| | • Early Childhood Studies |

Prospective students without an associate's degree in the fields listed above will be considered with a conferred associate's degree or at least 91 quarter credits or 61 semester credits of college-level coursework completed with a grade of C or higher in each course that will be transferred. In addition, students must provide evidence of having successfully completed with a grade of C or higher Foundations of Child Development and Early Childhood Education Curriculum and Instruction, or course equivalents. Any student who is not transferring successfully completed Foundations of Child Development and Early Childhood Education Curriculum and Instruction, or course equivalents, will be considered prequalified until these courses are completed within a regularly scheduled term at the regular non-AcceleratED tuition rate. Once the program pre-qualification requirements are met, the student will be accepted into the Early Childhood Education Leadership Bachelor's degree program.

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

GENERAL EDUCATION COURSES

UPPER DIVISION

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

MAJOR AND CORE COURSES

UPPER DIVISION

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

Total Bachelor's Degree Credits	
Transferred Lower Division Credits	91
Upper Division General Education Credits	24
Upper Division Major and Core Credits	66

TOTAL DEGREE CREDITS 181

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

+Flex Choice Credit by Assessment courses available; see page 108 for details.

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

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

SCHOOL OF HEALTH SCIENCES

HEALTH SCIENCES ASSOCIATE'S DEGREE

11-Week Quarters (5.5-Week Terms)

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

CAREER OPPORTUNITIES:

- Healthcare Associate

OBJECTIVE:

Graduates of the Health Sciences Associate's Degree know and can apply a combination of real-world technical skills and general education concepts, and have learned to serve as valuable members of a healthcare team. Depending on career track, graduates may choose from a variety of employment options involving patient care or related healthcare situations. Graduates understand and value critical thinking and problem solving, written and interpersonal communication, customer service, diversity awareness skills, and medical ethics, as these concepts relate to the healthcare industry and the community.

DEVELOPMENTAL EDUCATION COURSES
(not applicable to the General Specialization)

B080	Reading and Writing Strategies	4
B087	Practical Math	4

Note: Illinois students take B095 Combined Basic and Intermediate Algebra instead of B087 Practical Math.

GENERAL EDUCATION COURSES

LOWER DIVISION

English Composition (Required course)	4
ENC 1101 English Composition	
Communication (*Required, select 1 additional course)	4
*COM 1002 Introduction to Communication	
Humanities (Select 3 courses)	12
Math/Natural Sciences (*Required, select 2 additional courses)	4
*PHA 1500 Structure and Function of the Human Body	
Social Sciences (Select 3 courses) ²	12

MAJOR AND CORE COURSES

LOWER DIVISION

E242	Career Development	2
HSA 2117	US Healthcare Systems	4
HSC 1531	Medical Terminology	4
HSC 2641	Medical Law and Ethics	4

SELECT ONE OF THE FOLLOWING SPECIALIZATIONS:

General Specialization¹

CAREER OPPORTUNITIES:

- Home Health Aid

BMS 1550	Patient Care Skills I	3
BMS 2550	Patient Care Skills II	5
DEP 2004	Human Growth and Development	4
HSA 1050	Customer Service in Healthcare	1
MEA 1243	Pharmacology for the Allied Health Professional	4
MEA 2203	Pathophysiology	5
MLT 1325	Phlebotomy	3
NUR 1172	Nutritional Principles in Nursing	4

The Health Sciences Associate's Degree – General Specialization is not available in North Dakota, or at the Appleton campus in Wisconsin. Lab work for the Health Sciences AS – General Specialization is only available at: Land O' Lakes/East Pasco campus in Florida; the Overland Park campus in Kansas; the Rockford and Romeoville/Joliet campuses in Illinois; the Brooklyn Park/Maple Grove, Lake Elmo/Woodbury, Mankato, Moorhead, and St. Cloud campuses in Minnesota; and at the Green Bay and Wausau campuses in Wisconsin.

In addition to meeting all other admissions requirements: Florida, Illinois, Kansas, North Dakota, and Wisconsin campus applicants to the General Specialization of the Health Sciences Associate's Degree program must successfully complete and pass a criminal background check; Minnesota campus applicants to the General Specialization of the Health Sciences Associate's Degree program must successfully complete and pass only a Minnesota Department of Human Services background check; and Moorhead campus applicants to the General Specialization of the Health Sciences Associate's Degree program must also successfully complete and pass a criminal background check in addition to completing and passing the Minnesota Department of Human Services background check.

Students enrolled in the Health Science Associate's Degree – General Specialization are required to successfully complete a Pathway Seminar course within the first term of enrollment.

- Students who do not require Developmental Education course work are required to complete the Pathway to Patient Care Seminar course. A grade of SX and a minimum TEAS score of 55% are required to continue in the program. The TEAS exam must be completed by the end of the Pathway to Patient Care Seminar course.

Successful completion of a Pathway Seminar course does not guarantee acceptance or ability to program change into another program the subsequent quarter, acceptance into another program is determined by meeting all entrance requirements for the program. Students will have one opportunity to attempt a Pathway Seminar course regardless of grade (SX/UX/WX/WXP/WXF) earned.

Medical Administrative Assistant Specialization**CAREER OPPORTUNITIES:**

- Medical Office Manager
- Medical Coder/Biller
- Medical Administrative Assistant/Secretary
- Medical Receptionist
- Office Administrator

HIM 1507	Medical Billing and Insurance	3
HSA 1022	Foundations of Medical Administration	4
HSA 1050	Customer Service in Healthcare	1
HSA 1146	Technology Today for Medical Administration	3
HSA 1683	Exploring Healthcare Systems	3
HSA 2851	Practice and Professionalism in Healthcare	3
HSA 2918	Healthcare Administrative Office Procedures	3
MEA 1243	Pharmacology for the Allied Health Professional	4
MEA 2203	Pathophysiology	5

The Medical Administrative Assistant Specialization of the Health Sciences Associate's Degree program does not require a background check for admission.

Medical Assisting Specialization²**CAREER OPPORTUNITIES:**

- Medical Assistant
- Medical Office Administrative Assistant

HSA 2264	Administrative Medical Assistant Practices	3
MEA 1350	Fundamentals in Clinical Techniques	6
MEA 1460	Clinical Laboratory Applications and Diagnostic Procedures I	6
MEA 1570	Clinical Laboratory Applications and Diagnostic Procedures II	6
MEA 2820	Medical Assisting Capstone	2
MEA 2895	Medical Assistant Experiential Externship ³	6

The Health Sciences Associate's Degree – Medical Assisting Specialization is not offered in North Dakota, or at the Moorhead campus in Minnesota.

The Health Sciences Associate's Degree – Medical Assisting Specialization is not intended to prepare graduates for any professional certification, including but not limited to the following: Certified Medical Assistant (CMA) certification through the Certifying Board of the American Association of Medical Assistants (AAMA); Registered Medical Assistant (RMA) certification awarded by the American Medical Technologists (AMT); Certified Clinical Medical Assistant (CCMA) certification from the National Healthcareer Association (NHA); or the National Certified Medical Assistant (NCMA) certification offered through the National Center for Competency Testing (NCCT).

In addition to meeting all other admissions requirements: Florida, Illinois, Kansas, North Dakota, and Wisconsin campus applicants to the Medical Assisting Specialization of the Health Sciences Associate's Degree program must successfully complete and pass a criminal background check; Minnesota campus applicants to the Medical Assisting Specialization of the Health Sciences Associate's Degree program must successfully complete and pass only a Minnesota Department of Human Services background check; and Moorhead campus applicants to the Medical Assisting Specialization of the Health Sciences Associate's Degree program must also successfully complete and pass a criminal background check in addition to completing and passing the Minnesota Department of Human Services background check.

Pharmacy Technician Specialization**CAREER OPPORTUNITIES:**

- Retail Pharmacy
- Clinical Pharmacy

HSA 1050	Customer Service in Healthcare	1
MEA 1243	Pharmacology for the Allied Health Professional	4
MEA 2203	Pathophysiology	5
PTN 1009	Foundations of Pharmacy Practice	4
PTN 1146	Pharmacy Calculations	4
PTN 1237	Pharmacology for Technicians	4
PTN 1454	Sterile and Non-Sterile Compounding	2
PTN 2050	Pharmacy Technician Capstone	3
PTN 2915	Pharmacy Virtual Practicum ⁴	2

The Health Sciences Associate's Degree – Pharmacy Technician Specialization is not available in North Dakota, or at the Moorhead campus in Minnesota.

In addition to meeting all other admissions requirements, applicants in all states to the Pharmacy Technician Specialization of the Health Sciences Associate's Degree program must successfully complete and pass a criminal background check.

Total Associate's Degree Credits	
General Education Credits	48
Major and Core Credits	14
Specialization Credits	29
TOTAL DEGREE CREDITS	91

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

¹Students pursuing the General Specialization must select Algebra as a Math/Natural Sciences elective course.

²Students pursuing the Medical Assisting Specialization must select General Psychology as a Social Sciences elective course.

³Minnesota students must take MEA 2976 Medical Assistant Professional Externship (6 credits) instead of MEA 2895 Medical Assistant Experiential Externship.

⁴Minnesota students must take PTN 2873 Pharmacy Retail Practicum (2 credits) instead of PTN 2915 Pharmacy Virtual Practicum.

MEDICAL ADMINISTRATIVE ASSISTANT CERTIFICATE

11-Week Quarters (5.5-Week Terms)

CAREER OPPORTUNITIES:

- Medical Administrative Assistant/Secretary
- Medical Coder/Biller
- Medical Receptionist
- Health Unit Coordinator

OBJECTIVE:

Graduates of this program understand the administrative procedures of medical offices in a variety of healthcare settings. They know medical terminology, anatomy, pathology, and basic concepts of administrative procedures and health information management. Graduates can perform medical records management, scheduling, insurance verification and billing, and general medical office administrative procedures. They value the ability to impact the patient experience through effective communication, maintaining patient confidentiality, and ethical and professional behavior in the healthcare environment.

DEVELOPMENTAL EDUCATION COURSES

B080	Reading and Writing Strategies	4
B087	Practical Math	4

Note: Illinois students take B095 Combined Basic and Intermediate Algebra instead of B087 Practical Math.

GENERAL EDUCATION COURSES

LOWER DIVISION

Communication (Required course)	4
COM 1002 Introduction to Communication	
Math/Natural Sciences (Required course)	4
PHA 1500 Structure and Function of the Human Body	

MAJOR AND CORE COURSES

LOWER DIVISION

E242 Career Development	2
HIM 1507 Medical Billing and Insurance	3
HSA 1022 Foundations of Medical Administration	4
HSA 1050 Customer Service in Healthcare	1
HSA 1146 Technology Today for Medical Administration	3
HSA 1683 Exploring Healthcare Systems	3
HSA 2851 Practice and Professionalism in Healthcare	3
HSA 2918 Healthcare Administrative Office Procedures	3
HSC 1531 Medical Terminology	4
HSC 2641 Medical Law and Ethics	4

Total Certificate Credits	8
General Education Credits	30
Major and Core Credits	30
TOTAL CERTIFICATE CREDITS	38

Developmental Education courses do not count toward total program credits, and are not calculated in GPA. Students must demonstrate mastery of the subject matter in Developmental Education courses through a Rasmussen College entrance placement exam, approved exemption based on previously completed coursework, or by successful completion of Developmental Education courses.

MEDICAL ASSISTING DIPLOMA

11-Week Quarters (5.5-Week Terms)

CAREER OPPORTUNITIES:

- Medical Assistant
- Medical Office Administrative Assistant

OBJECTIVE:

The objectives of the Medical Assisting Diploma program are to prepare students to become valuable members of a healthcare team by supporting and assisting providers in delivering effective and efficient quality healthcare services; and to prepare students who are proficient in cognitive (knowledge), psychomotor (skills), and affective (behavioral) learning behaviors for entry-level medical assistant positions. Graduates of the program will value the critical thinking, effective communication, diversity awareness skills and medical ethics as they pertain to the medical assisting career.

DEVELOPMENTAL EDUCATION COURSES

B080	Reading and Writing Strategies	4
B087	Practical Math	4

Note: Illinois students take B095 Combined Basic and Intermediate Algebra instead of B087 Practical Math.

GENERAL EDUCATION COURSES

LOWER DIVISION

Communication (Required course)	4
COM 1002 Introduction to Communication	
Math/Natural Sciences (Required course)	4
PHA 1500 Structure and Function of the Human Body	
Social Sciences (Required course)	4
PSY 1012 General Psychology	

MAJOR AND CORE COURSES

LOWER DIVISION

E242 Career Development	2
HSA 2264 Administrative Medical Assistant Practices	3
HSC 1531 Medical Terminology	4
HSC 2641 Medical Law and Ethics	4
MEA 1350 Fundamentals in Clinical Techniques	6
MEA 1460 Clinical Laboratory Applications and Diagnostic Procedures I	6
MEA 1570 Clinical Laboratory Applications and Diagnostic Procedures II	6
MEA 2820 Medical Assisting Capstone	2
MEA 2895 Medical Assistant Experiential Externship ¹	6

Total Diploma Credits	
General Education Credits	12
Major and Core Credits	39
TOTAL DEGREE CREDITS	51

The Medical Assisting Diploma is not offered in North Dakota, or at the Moorhead campus in Minnesota.

¹ Minnesota students must take MEA 2976 Medical Assistant Professional Externship (6 credits) instead of MEA 2895 Medical Assistant Experiential Externship.

The Medical Assisting Diploma program at the Overland Park and Topeka campuses in Kansas; the Aurora/Naperville, Mokena/ Tinley Park, Rockford, and Romeoville/Joliet campuses in Illinois; the Fort Myers, Ocala, New Port Richey/West Pasco and Tampa/ Brandon campuses in Florida; the Appleton, Green Bay, and Wausau campuses in Wisconsin; and the Blaine, Bloomington, Brooklyn Park/Maple Grove, Eagan, Lake Elmo, Mankato, and St. Cloud campuses in Minnesota is accredited by the Accrediting Bureau of Health Education Schools (ABHES). Accrediting Bureau of Health Education Schools, 7777 Leesburg Pike, Suite 314, North Falls Church, VA 22043, 703-917-9503

Graduates of the Medical Assisting Diploma program offered at campuses listed in the ABHES accreditation statement above meet the educational requirements to sit for the Certified Medical Assistant (CMA) certification through the Certifying Board of the American Association of Medical Assistants (AAMA). Graduates of the Medical Assisting Diploma meet the educational requirements to sit for the Registered Medical Assistant (RMA) certification awarded by the American Medical Technologists (AMT). The Medical Assisting Diploma is not intended to prepare graduates for any other professional certifications; students interested in other certifications are responsible for independently verifying their own eligibility against the appropriate standards.

All Medical Assisting students are required to attend the Medical Assisting Programmatic Orientation within the first quarter of the program. All Medical Assisting students are required to attend the Rasmussen Externship meeting conducted by the Program Coordinator as well as a site orientation (if required by the site) prior to being eligible to begin the externship.

This program requires specific immunizations prior to professional practice experience. Medical Assisting students must receive the first injection of the Hepatitis B immunization series by the end of week two in the Fundamentals in Clinical Techniques course. Prior to the student beginning their externship, the full three-injection series of the Hepatitis B immunization and all other program required immunizations must be completed. Medical Assisting students must successfully complete all Medical Assisting competencies before they will be eligible for graduation.

Developmental Education courses do not count toward total program credits, and are not calculated in GPA. Students must demonstrate mastery of the subject matter in Developmental Education courses through a Rasmussen College entrance placement exam, approved exemption based on previously completed coursework, or by successful completion of Developmental Education courses.

In addition to meeting all other admissions requirements, Florida, Illinois, Kansas, and Wisconsin campus applicants to this program must successfully complete and pass a criminal background check. In addition to meeting all other admissions requirements, Minnesota campus applicants to this program must successfully complete and pass only a Minnesota Department of Human Services background check.

PHARMACY TECHNICIAN CERTIFICATE

11-Week Quarters (5.5-Week Terms)

CAREER OPPORTUNITIES IN:

- Retail Pharmacy
- Clinical Pharmacy

OBJECTIVE:

Graduates of the Pharmacy Technician Certificate program understand the theory of pharmacy practice and are able to perform pharmacy tasks including receiving, interpreting, entering, and filling prescriptions. Graduates have been trained to use software programs to manage and process medications, and understand medical terminology, medical law and ethics, patient confidentiality, and pharmacy math. They value honesty and integrity, feel compassion for patients, and are able to effectively communicate in a variety of situations.

DEVELOPMENTAL EDUCATION COURSES

B080 Reading and Writing Strategies	4
B087 Practical Math	4

Note: Illinois students take B095 Combined Basic and Intermediate Algebra instead of B087 Practical Math.

GENERAL EDUCATION COURSES

LOWER DIVISION	
Communication (Required course)	4
COM 1002 Introduction to Communication	
Math/Natural Sciences (Required course)	4
PHA 1500 Structure and Function of the Human Body	

MAJOR AND CORE COURSES

LOWER DIVISION	
E242 Career Development	2
HSA 1050 Customer Service in Healthcare	1
HSC 1531 Medical Terminology	4
HSC 2641 Medical Law and Ethics	4
PTN 1009 Foundations of Pharmacy Practice	4
PTN 1146 Pharmacy Calculations	4
PTN 1237 Pharmacology for Technicians	4
PTN 1454 Sterile and Non-Sterile Compounding	2
PTN 2050 Pharmacy Technician Capstone	3
PTN 2915 Pharmacy Virtual Practicum¹	2

Total Certificate Credits	8
General Education Credits	30
Major and Core Credits	30

TOTAL DEGREE CREDITS 38

The Pharmacy Technician Certificate is not available in North Dakota, or at the Moorhead campus in Minnesota.

¹ Minnesota students must take PTN 2873 Pharmacy Retail Practicum (2 credits) instead of PTN 2915 Pharmacy Virtual Practicum.

Graduates of this program meet the educational requirements needed to apply for a Pharmacy Technician license or registration from the board of pharmacy or equivalent agency in the following states: AL, AK, AZ, AR, CA, CO, CT, FL, GA, HI, ID, IL, IN, IA, KS, KY, ME, MD, MI, MN, MS, MO, MT, NE, NV, NJ, NM, NY, NC, OH, OK, OR, PA, RI, SC, SD, TN, TX, VT, VA, WV, WI, WY. Other eligibility requirements may apply, please check with the board of pharmacy or equivalent agency in your state of residence. This program may not meet the educational requirements needed to apply for a Pharmacy Technician license or registration in states not listed above, please check with the board of pharmacy or equivalent agency in your state of residence for further information.

Developmental Education courses do not count toward total program credits, and are not calculated in GPA. Students must demonstrate mastery of the subject matter in Developmental Education courses through a Rasmussen College entrance placement exam, approved exemption based on previously completed coursework, or by successful completion of Developmental Education courses.

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

MEDICAL BILLING AND CODING CERTIFICATE

11-Week Quarters (5.5-Week Terms)

CAREER OPPORTUNITIES:

- Medical Coder
- Medical Coder/Biller
- Medical Records Clerk
- Coding Specialist
- Claims Processor

OBJECTIVE:

Graduates of this Certificate program know how to code healthcare data using ICD and CPT coding principles, and understand how these skills contribute to other areas in the healthcare facility. Students know how to navigate a health record and abstract information necessary to correctly code the medical information. They know medical terminology, anatomy, pathology, and the effective use of available medical coding software. Graduates value the importance of effective communication, ethical and professional behavior in the workplace, and confidentiality of patient information.

DEVELOPMENTAL EDUCATION COURSES

B080	Reading and Writing Strategies	4
B087	Practical Math	4

Note: Illinois students take B095 Combined Basic and Intermediate Algebra instead of B087 Practical Math.

GENERAL EDUCATION COURSES**LOWER DIVISION**

Math/Natural Sciences (Required course)	4
PHA 1500 Structure and Function of the Human Body	

MAJOR AND CORE COURSES**LOWER DIVISION**

E242 Career Development +	2
HIM 1103 Coding Foundations	4
HIM 1125 ICD-CM Coding	4
HIM 1126C ICD-PCS Coding	4
HIM 1258C Ambulatory Care Coding	3
HIM 2133 Revenue Cycle and Billing	4
HIM 2214 Pathophysiology and Pharmacology for Health Information	4
HIM 2410 Health Information Law and Ethics	4
HIM 2942 ICD-10 Coding Practicum	1
HSC 1531 Medical Terminology	4

Total Certificate Credits	4
General Education Credits	4
Major and Core Credits	34
TOTAL CERTIFICATE CREDITS	38

+ The Flex Choice self-paced competency course option for this course is only available to students enrolled in a designated Flex Choice option program. See Flex Choice Option: Self-Paced Competency Course Selections chart for details.

Developmental Education courses do not count toward total program credits, and are not calculated in GPA. Students must demonstrate mastery of the subject matter in Developmental Education courses through a Rasmussen College entrance placement exam, approved exemption based on previously completed coursework, or by successful completion of Developmental Education courses.

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

HEALTH INFORMATION TECHNICIAN ASSOCIATE'S DEGREE

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

11-Week Quarters (5.5-Week Terms)

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

CAREER OPPORTUNITIES:

- Health Information Technician
- Medical Data Analyst
- Medical Coder/Biller
- Health Information Workflow Specialist
- Medical Records Coordinator
- Coding Analyst
- Electronic Health Record Specialist

OBJECTIVE:

Graduates of this degree program understand the healthcare system and how to communicate with the healthcare team. They know basic human anatomy, medical terminology, and pathology, as well as techniques for health information management and quality improvement. Graduates can perform medical coding and billing, analyze data, navigate an electronic health record, manage a file room, and release medical information under appropriate circumstances. Graduates value written and interpersonal communication, critical thinking and problem solving, diversity awareness skills, information and financial literacy, ethical and professional behavior in the workplace, and the confidentiality of patient information.

IN ADDITION TO ALL MEDICAL BILLING AND CODING CERTIFICATE COURSES

GENERAL EDUCATION COURSES

LOWER DIVISION

English Composition (Required course)	4
ENC 1101 English Composition	
Communication (Select 1 course)+	4
Humanities (Select 2 courses)+	8
Math/Natural Sciences (Select 1 course other than PHA 1500)+	4
Social Sciences (Select 2 courses)+	8

MAJOR AND CORE COURSES

LOWER DIVISION

HIM 2000 Introduction to Health Information Management	4
HIM 2304 Management of Health Information Services	4
HIM 2429 Health Information Compliance	3
HIM 2588 Healthcare Data Management and Statistics	5
HIM 2652 Healthcare Information Technologies	4
HIM 2943 Health Information Professional Practicum	2
HIM 2956 Health Information Technician Capstone	2

Total Associate's Degree Credits

General Education Credits	32
Major and Core Credits	58

TOTAL DEGREE CREDITS 90

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

+Flex Choice Credit by Assessment courses available; see page 108 for details.

The Health Information Technician Associate's Degree program offered at the Brooklyn Park/Maple Grove, Bloomington, Eagan, Lake Elmo/Woodbury, Mankato, and St. Cloud campuses in Minnesota; the Aurora/Naperville and Rockford campuses in Illinois; the Green Bay campus in Wisconsin; and the Rasmussen College Online Program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

This program may require specific immunizations prior to professional practice experience.

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

HEALTH INFORMATION MANAGEMENT BACHELOR'S DEGREE

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

11-Week Quarters (5.5-Week Terms)

Bachelor of Science Degree

CAREER OPPORTUNITIES:

- Medical Records Manager
- Privacy Officer
- Risk Management Officer
- Clinical Data Analyst
- Corporate Compliance Officer
- Health Information Management Specialist
- Clinical Documentation Specialist
- Billing and Coding Specialist

OBJECTIVE:

Graduates of the Health Information Management (HIM) program will be prepared to assume diverse entry-level positions that span a broad range of settings including hospitals, physician practices, nursing homes, home health agencies, mental health facilities, and public health agencies as well as software companies, government agencies, pharmaceutical companies, and consulting firms. They will understand basic human anatomy and physiology, medical terminology and pathophysiology, and demonstrate how they are critical to managing patient health information. Graduates will be able to communicate with all levels (clinical, financial, and administrative) of an organization that utilize patient data in daily operations and decision making. Graduates will be skilled and competent in developing information policy, designing and managing information systems, and functioning in a technologically advanced and changing work environment. Graduates can apply, analyze, synthesize, and evaluate didactical theories and real-world experiences relevant to health information management; demonstrate self-directed learning skills using a variety of resources and technology; articulate personal attitudes and attributes critical to professional leadership; and administer health information computer systems. Graduates value critical analytical thinking, problem solving, financial literacy, knowledge creation skills, lifelong learning, communication, diverse perspectives, technology and information literacy, ethical and professional practice, and confidentiality of patient information.

ENTRANCE REQUIREMENTS:

This is a bachelor-completer program. Applicants pursuing admittance into the Health Information Management Bachelor's Degree program must possess an associate's degree in Health Information Technology/Management from a CAHIIM accredited program earned within the past five years or have an associate's degree from an accredited institution recognized by the U.S. Department of Education and possess a current RHIT credential. If the degree was obtained over five years ago, the student needs to have work experience in the health information industry within the last five years and approval by the Program Coordinator.

GENERAL EDUCATION COURSES

UPPER DIVISION

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

MAJOR AND CORE COURSES

UPPER DIVISION

HIM 3001	Information and Communication Technologies	4
HIM 3105	Health Information Management Systems	4
HIM 3202	Data, Information, and File Structures	4
HIM 3304	Financial Management of Health Information Services	4
HIM 3412	Project Management	4
HIM 3522	Electronic Health Record Application	4
HIM 3644	Reimbursement Methodologies	4
HIM 3710	Advanced Quality Management in Healthcare	4
HIM 3810	Human Resource Management in Health Information	4
HIM 3910	Healthcare Statistics and Reporting	4
HIM 4003	Electronic Data Security	3
HIM 4115	Applied Research in Health Information Management	4
HIM 4276	Health Information Management Professional Practice Experience	4
HIM 4354	Strategic Planning and Development	4
HIM 4360	Health Data Management	2
HIM 4537	Health Information Management Alternative Facility Professional Practice Experience	1
HIM 4610	Advanced Health Information Law and Ethics	4
HSA 3422	Regulation and Compliance in Healthcare	4

Total Bachelor's Degree Credits	90
Transferred Lower Division Credits	24
Upper Division General Education Credits	66
Upper Division Major and Core Credits	180

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

This program is not available online to residents of some states. Please speak with your program manager to determine your eligibility for enrollment.

*Flex Choice Credit by Assessment courses available; see page 108 for details.

The Health Information Management Bachelor's Degree Program at Rasmussen College-Online is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

This program requires specific immunizations prior to professional practice experience.

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

HEALTH AND WELLNESS BACHELOR'S DEGREE

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

12-Week Quarters (6-Week Sessions)

Bachelor of Science Degree

CAREER OPPORTUNITIES:

- Wellness Coach
- Wellness Program Coordinator
- Program Administrator
- Community Health Program Manager
- Community Health Promoter
- Supervisory Healthcare Administrator
- Health and Social Service Manager
- Mental Health Program Manager

OBJECTIVE:

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

ENTRANCE REQUIREMENTS:

This is a bachelor-completer program. To be considered for admission, students must hold a conferred associate's degree from an accredited institution as recognized by the U.S. Department of Education, or students must have successfully completed at least 90 quarter or 60 semester credits of college-level coursework with a grade C or higher. In addition, students entering the Health and Wellness Bachelor's degree program must provide evidence of having successfully completed with a grade of C or higher Medical Terminology, Structure and Function of the Human Body and Pathophysiology, or course equivalents. Any student not transferring successfully completed Medical Terminology, Structure and Function of the Human Body and Pathophysiology, or course equivalents, will be considered prequalified until these courses are completed within a regularly scheduled term at the regular non-AcceleratED tuition rate. Once the program pre-qualification requirements are met, the student will be accepted into the Health and Wellness Bachelor's degree program.

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

GENERAL EDUCATION COURSES

UPPER DIVISION

Communication (Select 1 course)+	4
Humanities (Select 2 courses)+	8
Math/Natural Sciences (*Required, select 1 additional course)+	8
*STA 3215 Inferential Statistics and Analytics	
Social Sciences (Select 2 courses)+	8

MAJOR AND CORE COURSES

UPPER DIVISION

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

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

TOTAL DEGREE CREDITS 181

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

+Flex Choice Credit by Assessment courses available; see page 108 for details.

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

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

HUMAN SERVICES ASSOCIATE'S DEGREE

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

11-Week Quarters (5.5-Week Terms)

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

CAREER OPPORTUNITIES:

- Community Service Assistant
- Social Service Specialist
- Human Service Assistant
- Advocate
- 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. Graduates value written and interpersonal communication, critical thinking and problem solving, information and financial literacy, and the significance of diversity awareness skills in academic and workplace situations.

DEVELOPMENTAL EDUCATION COURSES

B080	Reading and Writing Strategies	4
B087	Practical Math	4

GENERAL EDUCATION COURSES

LOWER DIVISION

English Composition (Required course)	4
ENC 1101 English Composition	
Communication (Select 1 course)+	4
Humanities (Select 2 courses)+	8
Math/Natural Sciences (Select 2 courses)+	8
Social Sciences (Required courses)	12
PSY 1012 General Psychology+	
PSY 2420 Abnormal Psychology	
SYG 1000 Introduction to Sociology+	

MAJOR AND CORE COURSES

LOWER DIVISION

CGS 1240 Computer Applications and Business Systems Concepts+	3
CJC 1245 Case Management: Strategies for Rehabilitation	4
CJC 2400 Counseling Clients	4
CJE 1233 Drugs and Crime	4
CJE 2172 Juvenile Justice: Delinquency, Dependency, and Diversion	4
E242 Career Development+	2
HUS 1001 Introduction to Human Services	4
HUS 1320 Introductory Strategies to Crisis Intervention	4
HUS 1551 Cultural Diversity in Human Services	4
HUS 2540 Community Psychology	4
HUS 2712 Organization and Leadership in Human Services	4
MNA 1161 Customer Service+	4

Choose either Track I or Track II

Track I ¹ (not available in Illinois)	
HUS 2937 Internship for Human Services	9
Track II	
COM 1388 Communicating in Your Profession	4
HUS 2955 Human Services Capstone	5

Total Associate's Degree Credits

General Education Credits	36
Major and Core Credits	54

TOTAL DEGREE CREDITS 90

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

⁺Flex Choice Credit by Assessment courses available; see page 108 for details.

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

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

Developmental Education courses do not count toward total program credits, and are not calculated in GPA. Students must demonstrate mastery of the subject matter in Developmental Education courses through a Rasmussen College entrance placement exam, approved exemption based on previously completed coursework, or by successful completion of Developmental Education courses.

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

HUMAN SERVICES BACHELOR'S DEGREE

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

12-Week Quarters (6-Week Sessions)

Bachelor of Science Degree

CAREER OPPORTUNITIES:

- Child & Youth Services Worker
- Adult Services Worker
- Residential Services Worker
- Community Services & Outreach Manager
- Family Support Worker
- Human Services Administrator

OBJECTIVE:

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

ENTRANCE REQUIREMENTS:

This is a bachelor-completer program. To be considered for admission, students must hold a conferred associate's degree from an accredited institution as recognized by the U.S. Department of Education, or students must have successfully completed at least 90 quarter or 60 semester credits of college-level coursework with a grade C or higher. In addition, students entering the Human Services Bachelor's degree program must provide evidence of having successfully completed with a grade of C or higher General Psychology, Introduction to Sociology and English Composition, or course equivalents. Any student not transferring successfully completed General Psychology, Introduction to Sociology and English Composition, or course equivalents, will be considered prequalified until these courses are completed within a regularly scheduled term at the regular non-AcceleratED tuition rate. Once the program pre-qualification requirements are met, the student will be accepted into the Human Services Bachelor's degree program.

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

GENERAL EDUCATION COURSES

UPPER DIVISION

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

MAJOR AND CORE COURSES

UPPER DIVISION

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

Choose either Track I or Track II

Track I ¹ (not available in Illinois)	
HUS 4460 Internship for Human Services II	3
Track II	
HUS 4450 Human Services Capstone II	3

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

TOTAL DEGREE CREDITS 181

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

⁺Flex Choice Credit by Assessment courses available; see page 108 for details.

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

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

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

MEDICAL LABORATORY TECHNICIAN ASSOCIATE'S DEGREE

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

11-Week Quarters (5.5-Week Terms)

Associate of Applied Science Degree

CAREER OPPORTUNITIES:

- Medical Laboratory Technician

OBJECTIVE:

Graduates of this program know medical terminology, anatomy, and safety standards and practices. They can operate and maintain equipment in the medical laboratory, collect and analyze specimen samples for diagnosis, and assist members of the healthcare team in delivering service to patients. Graduates value critical thinking and problem solving, written and interpersonal communication, diversity awareness skills, information and financial literacy, the safety and confidentiality of patients and other technicians in the laboratory, and ethical and professional behavior. Students do not have to pass any external certifications or licensure examinations to receive the associate's degree.

GENERAL EDUCATION COURSES

LOWER DIVISION

English Composition (Required course)	4
ENC 1101 English Composition	
Communication (Select 1 course)+	4
Humanities (Select 2 courses)+	8
Math/Natural Sciences (Required courses)	8
PHA 1500 Structure and Function of the Human Body	
MAT 1222 Algebra+	
Social Sciences (Select 2 courses)+	8

MAJOR AND CORE COURSES

LOWER DIVISION

CGS 1240 Computer Applications and Business Systems Concepts+	3
E242 Career Development+	2
HSC 1531 Medical Terminology	4
MLT 1245 Clinical Chemistry I	3
MLT 1325 Phlebotomy	3
MLT 1377 Hematology I	3
MLT 1448 Clinical Microbiology I	3
MLT 1485 Urinalysis	3
MLT 1728 Introduction to Chemistry	3
MLT 2166 Clinical Chemistry II	4
MLT 2230 Hematology II	4
MLT 2395 Immunology	3
MLT 2450 Immunochemistry	3
MLT 2533 Clinical Microbiology II	4
MLT 2775 Clinical Practicum	12
MLT 2864 Medical Laboratory Technician Capstone	2
Total Associate's Degree Credits	
General Education Credits	32
Major and Core Credits	59
TOTAL DEGREE CREDITS	91

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

The Medical Laboratory Technician Associate's Degree is only offered at the Lake Elmo/Woodbury, St. Cloud, Moorhead campuses in Minnesota, and Green Bay campus in Wisconsin.

*Flex Choice Credit by Assessment courses available; see page 108 for details.

The Medical Laboratory Technician program at the Green Bay, Lake Elmo/Woodbury, Mankato, Moorhead, and St. Cloud campuses is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), 5600 North River Road, Suite 720, Rosemont, IL, 60018. 713-714-8880.

This program requires specific immunizations prior to professional practice experience.

Applicants to this program must meet program-specific admissions requirements, in addition to all general Rasmussen College admissions requirements. Please see the application procedures for this program under Academic Information and College Policies.

In addition to meeting all other admissions requirements, Wisconsin campus applicants to this program must successfully complete and pass a criminal background check. In addition to meeting all other admissions requirements, Minnesota campus applicants to this program must successfully complete and pass only a Minnesota Department of Human Services background check. Moorhead campus applicants to this program must also successfully complete and pass a criminal background check in addition to completing and passing the Minnesota Department of Human Services background check.

PHYSICAL THERAPIST ASSISTANT ASSOCIATE'S DEGREE

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

11-Week Quarters (5.5-Week Terms)

Associate of Science Degree in Florida, Associate of Applied Science Degree in Minnesota

CAREER OPPORTUNITIES:

- Physical Therapist Assistant

OBJECTIVE:

Graduates of the Physical Therapist Assistant (PTA) Associate's Degree program know and can apply general education concepts and clinical technical skills in order to serve as a valuable member of a healthcare team. These individuals will demonstrate evidence-based care within the scope of practice of a PTA. Graduates will understand and value the therapeutic alliance between the patient/client and therapist, critical thinking and problem solving, communication, clinical decision-making, and diversity awareness as these concepts relate to modern patient management.

ENTRANCE REQUIREMENTS:

Applications for the PTA program are accepted February 15 through August 15 each year. Applicants will be notified of their acceptance or status by August 31 of each year. All entrance requirements must be completed by the application deadline in order to be considered for the program. A cohort of 24 students is accepted each August for an academic start in January. The number of students admitted may change depending on employment market conditions and the availability of clinical training sites.

Applicants for the program will be ranked and selected based on the highest recorded composite TEAS score. Applicants not accepted but still interested in the program will be required to reapply during the next application cycle for admission. Any entrance exam results dated more than 12 months prior to application will not be accepted. Late acceptance and applications may be considered for admission if additional spots remain in the program after the initial acceptance process is completed.

Graduation from a physical therapist assistant education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; phone: 703-706-3245; accreditation@apta.org; is necessary for eligibility to sit for the licensure examination, which is required in all states.

Rasmussen College – Land O' Lakes/East Pasco is seeking accreditation of a new physical therapist assistant education program from CAPTE. On June 1, 2016, the program submitted an Application for Candidacy, which is the formal application required in the pre-accreditation stage. Submission of this document does not assure that the program will be granted Candidate for Accreditation status. Achievement of Candidate for Accreditation status is required prior to implementation of the technical phase of the program; therefore, no students may be enrolled in technical courses until Candidate for Accreditation status has been achieved. Further, though achievement of Candidate for Accreditation status signifies satisfactory progress toward accreditation, it does not assure that the program will be granted accreditation.

Rasmussen College – Brooklyn Park/Maple Grove is seeking accreditation of a new physical therapist assistant education program from CAPTE. On June 1, 2016, the program submitted an Application for Candidacy, which is the formal application required in the pre-accreditation stage. Submission of this document does not assure that the program will be granted Candidate for Accreditation status. Achievement of Candidate for Accreditation status is required prior to implementation of the technical phase of the program; therefore, no students may be enrolled in technical courses until Candidate for Accreditation status has been achieved. Further, though achievement of Candidate for Accreditation status signifies satisfactory progress toward accreditation, it does not assure that the program will be granted accreditation.

The Physical Therapist Assistant Associate's Degree program meets the educational requirement to apply for licensure as a Physical Therapist Assistant in Florida and Minnesota. Other eligibility requirements may apply; please verify your eligibility against board of physical therapy rules. This program may not meet the educational requirements for licensure as a physical therapist assistant in states not listed above.

GENERAL EDUCATION COURSES

LOWER DIVISION

English Composition (Required course)	4
*ENC 1101 English Composition+	
Communication (Select 1 course)+	4
Humanities (Select 2 courses)+	8
Math/Natural Sciences (*Required, select 1 additional course)+	8
PHA 1500 Structure and Function of the Human Body	
Social Sciences (*Required, select 1 additional course)+	8
*PSY 1012 General Psychology+	

MAJOR AND CORE COURSES

LOWER DIVISION

HSC 1531 Medical Terminology	4
PHT 1000 Physical Therapist Assistant Fundamentals	6
PHT 1100 Introduction to Evidence-Based Practice and Therapeutic Interventions	4
PHT 1200 Principles of Musculoskeletal Physical Therapy – Lower Quarter	5
PHT 1300 Principles of Musculoskeletal Physical Therapy – Upper Quarter	5
PHT 2000 Principles of Neuromuscular Physical Therapy	4
PHT 2500 Physical Therapist Assistant Clinical I	8
PHT 2600 Physical Therapy Practice Across the Lifespan	4
PHT 2650 Physical Therapy Practice for Special Populations	4
PHT 2700 Physical Therapist Assistant Clinical II	13
PHT 2800 Physical Therapist Assistant Capstone	2

Total Associate's Degree Credits	
General Education Credits	32
Major and Core Credits	59
TOTAL DEGREE CREDITS	91

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

*Flex Choice Credit by Assessment courses available; see page 108 for details.

This program is only available at the Land O' Lakes/East Pasco campus in Florida, and the Brooklyn Park/Maple Grove campus in Minnesota.

In addition to meeting all other admissions requirements and attending a programmatic orientation: Florida campus applicants must successfully complete and pass a criminal background check and also submit to a Florida Department of Law Enforcement background check; Minnesota campus applicants to this program must successfully complete and pass only a Minnesota Department of Human Services background check.

This program may require specific immunizations prior to professional practice experience.

RADIOLOGIC TECHNOLOGY ASSOCIATE'S DEGREE

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

11-Week Quarters (5.5-Week Terms)

Associate of Applied Science Degree

CAREER OPPORTUNITIES:

- Radiologic Technologist

OBJECTIVE:

Graduates of this program know basic concepts of anatomy and physiology, medical imaging, radiation production, and radiation safety. Graduates of the program will implement proper patient care techniques, operate radiographic equipment, position body parts, and follow radiation safety standards.

Graduates can provide quality diagnostic medical imaging at a variety of clinical settings through the use of standard x-ray, mobile x-ray, and fluoroscopic technologies. They value critical thinking, communication, diverse perspectives, technology and information literacy, and patient safety and care.

ENTRANCE REQUIREMENTS:

In addition to all other entrance requirements, students enrolling into the Radiologic Technology Associate's Degree must achieve a 48.5% or higher composite score on the School of Health Sciences Entrance Exam, and complete a programmatic interview.

GENERAL EDUCATION COURSES

LOWER DIVISION

English Composition (Required course)	4
ENC 1101 English Composition ⁺	
Communication (Select 1 course) ⁺	4
Humanities (Select 2 courses) ⁺	8
Math/Natural Sciences (Required courses)	8
PHA 1500 Structure and Function of the Human Body	
MAT 1222 Algebra ⁺	
Social Sciences (Select 2 courses) ⁺	8

MAJOR AND CORE COURSES

LOWER DIVISION

E242 Career Development +	2
HSC 1531 Medical Terminology	4
RTE 1000 Introduction to Radiology and Patient Care	5
RTE 1100 Radiology Physics	5
RTE 1200 Advanced Modalities in Radiology	3
RTE 2000 Radiographic Equipment and Acquisition	3
RTE 2100 Radiographic Evaluation, Disease, and Quality Control	3
RTE 2200 Radiobiology and Radiation Protection	4
RTE 2300 Radiographic Positioning and Anatomy I	5
RTE 2400 Radiographic Positioning and Anatomy II	5
RTE 2500 Radiographic Positioning and Anatomy III	5
RTE 2600 Radiologic Technology Practicum I	10
RTE 2700 Radiologic Technology Practicum II	10
RTE 2800 Radiologic Technology Practicum III	10
RTE 2900 Radiography Technology Capstone	2

Total Associate's Degree Credits

General Education Credits	32
Major and Core Credits	76

TOTAL DEGREE CREDITS 108

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

⁺Flex Choice Credit by Assessment courses available; see page 108 for details.

The Radiologic Technology Associate's Degree is only offered at the Land O' Lakes/East Pasco campus in Florida, and the Lake Elmo/Woodbury campus in Minnesota.

The Radiologic Technology Associate's Degree program meets the educational requirements to apply for certification through the American Registry of Radiologic Technologists (ARRT), and to register or obtain state professional licensure in Florida and Minnesota. Other eligibility requirements may apply, please verify your eligibility against state licensure rules. This program may not meet the educational requirements for licensure in other states.

In addition to meeting all other admissions requirements and attending a programmatic orientation: Florida campus applicants must successfully complete and pass a criminal background check and also submit to a Florida Department of Law Enforcement background check; Minnesota campus applicants must successfully complete and pass only a Minnesota Department of Human Services background check.

This program may require specific immunizations prior to professional practice experience.

SURGICAL TECHNOLOGIST ASSOCIATE'S DEGREE

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

11-Week Quarters (5.5-Week Terms)

Associate of Applied Science Degree

CAREER OPPORTUNITIES:

- Surgical Technologist
- Surgical Assistant

OBJECTIVE:

Graduates of this program know basic concepts of anatomy and physiology, pathology, microbiology, and pharmacology. They understand operating room design, surgical equipment and instrumentation, safety standards, and asepsis and sterile techniques. Graduates can prepare, clean, and restock operating rooms, use and maintain surgical equipment, perform scrub and circulator duties in a number of surgical specialties, and contribute to pre- and post-operative patient care. They value critical thinking, communication, diverse perspectives, technology and information literacy, and patient safety and care.

GENERAL EDUCATION COURSES

LOWER DIVISION

	English Composition (Required course)	4
ENC 1101	English Composition	
	Communication (Select 1 course)+	4
	Humanities (Select 2 courses)+	8
	Math/Natural Sciences (*Required, select 1 additional course)+	8
*PHA 1500	Structure and Function of the Human Body	
	Social Sciences (*Required, select 1 additional course)+	8
*PSY 1012	General Psychology+	

MAJOR AND CORE COURSES

LOWER DIVISION

	Human Anatomy and Physiology I	5
BSC 2347	Human Anatomy and Physiology II	5
CGS 1240	Computer Applications and Business Systems Concepts+	3
E242	Career Development+	2
HSC 1531	Medical Terminology	4
MEA 2203	Pathophysiology	5
STS 1005C	Fundamentals of Surgical Technology	4
STS 1186C	Surgical Procedures I	4
STS 1260	Surgical Pharmacology	2
STS 1347	Surgical Microbiology	2
STS 2080C	Surgical Procedures II	4
STS 2180C	Surgical Procedures III	4
STS 2304	Surgical Tech Practicum I	8
STS 2305	Surgical Tech Practicum II	8

Total Associate's Degree Credits	92
General Education Credits	32
Major and Core Credits	60
TOTAL DEGREE CREDITS	92

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

+Flex Choice Credit by Assessment courses available; see page 108 for details.

The Surgical Technologist Associate's Degree is only offered in Minnesota at the Brooklyn Park/Maple Grove, Moorhead, and St. Cloud campuses; and in Illinois at the Romeoville/Joliet campus.

The Surgical Technologist Associate's Degree program at the Brooklyn Park/Maple Grove, Moorhead, and St. Cloud campuses is accredited by the Commission on Accreditation of Allied Health Education Programs (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, caahep.org

This program requires specific immunizations prior to professional practice experience.

Applicants to this program must meet program-specific admissions requirements, in addition to all general Rasmussen College admissions requirements. Please see the application procedures for this program under Academic Information and College Policies.

In addition to meeting all other admissions requirements, Minnesota campus applicants to this program must successfully complete and pass only a Minnesota Department of Human Services background check. Moorhead campus applicants to this program must also successfully complete and pass a criminal background check in addition to completing and passing the Minnesota Department of Human Services background check. Illinois campus applicants must successfully complete and pass a criminal background check.

CRIMINAL JUSTICE ASSOCIATE'S DEGREE

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

11-Week Quarters (5.5-Week Terms)

THIS PROGRAM VERSION IS NOT AVAILABLE IN ILLINOIS

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

CAREER OPPORTUNITIES: (Additional training may be required)¹

- Adult Corrections Officer
- Juvenile Corrections
- Court Clerk
- Law Enforcement Officer
- Homeland Security TSA Agent
- Security Officer

¹ Additional training may be required for some career opportunities. Check with the appropriate professional oversight agency in your state of residence for further details.

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. Graduates value written and interpersonal communication, critical thinking and problem solving, information and financial literacy, and the significance of diversity awareness skills in academic and workplace situations.

DEVELOPMENTAL EDUCATION COURSES

B080	Reading and Writing Strategies	4
B087	Practical Math	4

GENERAL EDUCATION COURSES

English Composition (Required course)	4
ENC 1101 English Composition	
Communication (*Required, select 1 additional course) ⁺	6
*COM 1865 Locating and Evaluating Information	
Humanities (*Required, select 2 additional courses) ⁺	16
*PHI 1520 Ethics Around the Globe	
*PHI 2103 Introduction to Critical Thinking	
Math/Natural Sciences (Select 2 courses, including at least one Math course) ⁺	8
Social Sciences (Required courses)	8
PSY 1012 General Psychology ⁺	
SYG 1000 Introduction to Sociology ⁺	

MAJOR AND CORE COURSES

CCJ 1000 Introduction to Criminal Justice	4
CCJ 1153 Criminology: Motives for Criminal Deviance	4
CCJ 1382 Field Communications in Criminal Justice	2
CCJ 2170 Practical Psychology for the Criminal Justice Professional	4
CCJ 2685 Domestic Violence	4
CCJ 2930 Contemporary Issues in Criminal Justice Capstone	4
CGS 1240 Computer Applications and Business Systems Concepts ⁺	3
CJC 1000 Introduction to Corrections	4
CJE 1006 Policing in America	4
CJE 1233 Drugs and Crime	4
CJE 2172 Juvenile Justice: Delinquency, Dependency, and Diversion	4
CJL 1552 Introduction to Criminal Law	4
CJL 1747 Applied Criminal Procedures	4

Total Associate's Degree Credits

General Education Credits	42
Major and Core Credits	49

TOTAL DEGREE CREDITS 91

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS

⁺ Flex Choice Credit by Assessment courses available; see page 108 for details.

Professional Peace Officer Education (PPOE): This program meets standards established by the Minnesota Peace Officer Standards and Training Board (MN POST) for persons who seek employment in Minnesota as a peace officer. Graduates of this program may need to successfully complete additional academic coursework, training, practical/skills, and fitness standards before becoming eligible to sit for the MN POST licensing exam. Some of this training cannot be completed online.

This program is not aligned to the standards of any professional licensing body other than the MN POST, and is not intended to satisfy professional licensure requirements of any professional licensing agency in any other state.

Students enrolled in this program are required to complete an officially recognized first-aid course in First Responder, Emergency Medical Technician (EMT), or Emergency Medical Responder (EMR). In addition to all other MN POST licensing exam eligibility requirements, students must provide the Rasmussen College Law Enforcement POST Coordinator with a copy of their required first-aid certification (e.g., a photocopy of their first responder card) in order to become eligible to sit for the MN POST exam.

Developmental Education courses do not count toward total program credits, and are not calculated in GPA. Students must demonstrate mastery of the subject matter in Developmental Education courses through a Rasmussen College entrance placement exam, approved exemption based on previously completed coursework, or by successful completion of Developmental Education courses.

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

CRIMINAL JUSTICE ASSOCIATE'S DEGREE

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

11-Week Quarters (5.5-Week Terms)

THIS PROGRAM VERSION IS AVAILABLE IN ILLINOIS ONLY

Associate of Applied Science Degree in Illinois

CAREER OPPORTUNITIES: (Additional training may be required)¹

- Adult Corrections Officer
- Juvenile Corrections
- Court Clerk
- Law Enforcement Officer
- Homeland Security TSA Agent
- Security Officer

¹ Additional training may be required for some career opportunities, check with the appropriate professional oversight agency in your state of residence for further details.

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. Graduates value written and interpersonal communication, critical thinking and problem solving, information and financial literacy, and the significance of diversity awareness skills in academic and workplace situations.

DEVELOPMENTAL EDUCATION COURSES

B080	Reading and Writing Strategies	4
B095	Combined Basic and Intermediate Algebra	4

GENERAL EDUCATION COURSES

LOWER DIVISION

English Composition (Required course)		4
ENC 1101	English Composition	
Communication (Required courses)		6
COM 1865	Locating and Evaluating Information	
SPC 2017	Oral Communication+	
Humanities (*Required, select 2 additional courses)+		16
*PHI 1520	Ethics Around the Globe	
*PHI 2103	Introduction to Critical Thinking	
Math (Select 1 course)+		4
Natural Sciences (Required courses)		6
BSC 1548	Human Biology	
BSC 1548L	Human Biology Lab	
Social Sciences (Required courses)		8
PSY 1012	General Psychology+	
SYG 1000	Introduction to Sociology+	

MAJOR AND CORE COURSES

LOWER DIVISION

CCJ 1000	Introduction to Criminal Justice	4
CCJ 1153	Criminology: Motives for Criminal Deviance	4
CCJ 1382	Field Communications in Criminal Justice	2
CCJ 2170	Practical Psychology for the Criminal Justice Professional	4
CCJ 2685	Domestic Violence	4
CCJ 2930	Contemporary Issues in Criminal Justice Capstone	4
CGS 1240	Computer Applications and Business Systems Concepts+	3
CJC 1000	Introduction to Corrections	4
CJE 1006	Policing in America	4
CJE 1233	Drugs and Crime	4
CJE 2172	Juvenile Justice: Delinquency, Dependency, and Diversion	4
CJL 1552	Introduction to Criminal Law	4
CJL 1747	Applied Criminal Procedures	4

Total Associate's Degree Credits

General Education Credits	44
Major and Core Credits	49

TOTAL DEGREE CREDITS

93

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS

+Flex Choice Credit by Assessment courses available; see page 108 for details.

This program has not been approved by any Illinois professional licensing body, and this program is not intended to lead to any state-issued professional license in Illinois. For Minnesota residents enrolled through a Minnesota campus, this program satisfies some (not all) of the standards established by the Minnesota Peace Officer Standards and Training Board (MN POST). This program is not aligned to the standards of any professional licensing body other than the MN POST, and is not intended to satisfy professional licensure requirements of any professional licensing agency in any other state.

Developmental Education courses do not count toward total program credits, and are not calculated in GPA. Students must demonstrate mastery of the subject matter in Developmental Education courses through a Rasmussen College entrance placement exam, approved exemption based on previously completed coursework, or by successful completion of Developmental Education courses.

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

CRIMINAL JUSTICE LEADERSHIP AND MANAGEMENT

BACHELOR'S DEGREE

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

12-Week Quarters (6-Week Sessions)

Bachelor of Science Degree

CAREER OPPORTUNITIES: (Additional training may be required)¹

- Detective Investigator
- Adult Probation/Parole Officer
- Crime Victims Advocate
- Juvenile Probation Officer
- Security Manager
- Corporate Security Supervisor
- Federal Law Enforcement

¹ Additional training may be required for some career opportunities. Check with the appropriate professional oversight agency in your state of residence for further details.

OBJECTIVE:

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

ENTRANCE REQUIREMENTS:

This is a bachelor-completer program. To be considered for admission, students must hold a conferred associate's degree (see below) from an accredited institution as recognized by the U.S. Department of Education, or students must have successfully completed at least 91 quarter or 61 semester credits of college-level coursework with a grade of C or higher. Approved conferred degrees:

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

Prospective students without an associate's degree in the fields listed above will be considered with a conferred associate's degree or at least 91 quarter credits or 61 semester credits of college-level coursework completed with a grade of C or higher in each course that will be transferred. In addition, students must provide evidence of having successfully completed with a grade of C or higher Introduction to Criminal Justice and Introduction to Criminal Law or Applied Criminal Procedures, or course equivalents. Any student not transferring successfully completed Introduction to Criminal Justice and Introduction to Criminal Law or Applied Criminal Procedures, or course equivalents, will be considered prequalified until these courses are completed within a regularly scheduled term at the regular non-AcceleratED tuition rate. Once the program pre-qualification requirements are met, the student will be accepted into the Criminal Justice Leadership and Management Bachelor's Degree program.

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

GENERAL EDUCATION COURSES

UPPER DIVISION

Communication (Select 1 course) ⁺	4
Humanities (Select 2 courses) ⁺	8
Math/Natural Sciences (*Required, select 1 additional course) ⁺	8
*STA 3215 Inferential Statistics and Analytics	
Social Sciences (Select 2 courses) ⁺	8

MAJOR AND CORE COURSES

UPPER DIVISION

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

Total Bachelor's Degree Credits

Transferred Lower Division Credits	91
Upper Division General Education Credits	28
Upper Division Major and Core Credits	61

TOTAL DEGREE CREDITS 180

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

⁺ Flex Choice Credit by Assessment courses available; see page 108 for details.

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

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

LAW ENFORCEMENT ASSOCIATE'S DEGREE

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

11-Week Quarters (5.5-Week Terms)

Associate of Applied Science Degree

CAREER OPPORTUNITIES:

- Police Officer
- Conservation Officer
- Alcohol Law Enforcement Agent
- Deputy Sheriff
- State Trooper
- Security Officer

OBJECTIVE:

Graduates of this program know the history and development of the criminal justice system and the role of law enforcement in the system. They understand the legal process from arrest, to the courts, and through the corrections system. They understand the policy and practice of traffic enforcement, firearms use, defensive tactics, investigations, and pursuit driving, and can perform skills in each area. Graduates value written and interpersonal communication, critical thinking and problem solving, information and financial literacy, and diversity awareness skills and their significance in academic and workplace situations. Upon completing this program passing a physical fitness test, and completing additional required first responder training, graduates will be eligible to take the Minnesota Peace Officer Standards and Training (POST) licensing exam.

GENERAL EDUCATION COURSES

LOWER DIVISION

English Composition (Required course)	4
ENC 1101 English Composition	
Communication (Select 1 course) ⁺	4
Humanities (*Required, select 2 additional courses) ⁺	12
*PHI 1520 Ethics Around the Globe	
Math/Natural Sciences (Select 2 courses) ⁺	8
Social Sciences (Required courses)	8
PSY 1012 General Psychology ⁺	
SYG 1000 Introduction to Sociology ⁺	

MAJOR AND CORE COURSES

LOWER DIVISION

CCJ 1000 Introduction to Criminal Justice	4
CCJ 2685 Domestic Violence	4
CGS 1240 Computer Applications and Business Systems Concepts ⁺	3
CJE 1006 Policing in America	4
CJE 1251 Crime Scene to Conviction: Critical Skills in Documentation	4
CJE 2172 Juvenile Justice: Delinquency, Dependency, and Diversion	4
CJE 2702 Practical Psychology for Law Enforcement	4
CJK 2081 Traffic Enforcement: Managing Traffic Violators	3
CJK 2124 Firearms I: Fundamentals of Armed Police Response	2
CJK 2247 Firearms II: Tactics for Combat Gunfighting	2
CJK 2339 Use of Force I: From Empty Hands to TASERS	2
CJK 2406 Use of Force II: Winning Violent Confrontations	2
CJK 2563 Crime Scene Response: The Real CSI	3
CJK 2640 Minnesota Traffic Code	2
CJK 2724 Minnesota Criminal Code	2
CJK 2881 Patrol Practicals: Handling Calls in Progress	4
CJK 2995 Law Enforcement Capstone	2
CJL 1381 Criminal Law and Procedures: Crime and the Courtroom	4

Total Associate's Degree Credits	
General Education Credits	36
Major and Core Credits	55
TOTAL DEGREE CREDITS	91

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

⁺Flex Choice Credit by Assessment courses available; see page 108 for details.

The Law Enforcement Associate's Degree is only offered in Minnesota. Program-specific Law Enforcement coursework is only offered at the Eagan, MN campus.

Professional Peace Officer Education (PPOE): This program meets standards established by the Minnesota Peace Officer Standards and Training Board (MN POST) for persons who seek employment in Minnesota as a peace officer. Graduates of this program may need to successfully complete additional academic coursework, training, practical/skills, and fitness standards before becoming eligible to sit for the MN POST licensing exam. Some of this training cannot be completed online.

This program is not aligned to the standards of any professional licensing body other than the MN POST, and is not intended to satisfy professional licensure requirements of any professional licensing agency in any other state.

Students enrolled in this program are required to complete an officially recognized first-aid course in First Responder, Emergency Medical Technician (EMT), or Emergency Medical Responder (EMR). In addition to all other MN POST licensing exam eligibility requirements, students must provide the Rasmussen College Law Enforcement POST Coordinator with a copy of their required first-aid certification (e.g., a photocopy of their first responder card) in order to become eligible to sit for the MN POST exam.

In addition to meeting all other admissions requirements, applicants to this program must successfully complete and pass a criminal background check and must also submit to a Minnesota Bureau of Criminal Apprehension background check.

LAW ENFORCEMENT ACADEMIC CERTIFICATE

11-Week Quarters (5.5-Week Terms)

CAREER OPPORTUNITIES:

- Police Officer
- Deputy Sheriff
- State Trooper
- Transportation Security Screener
- Security Officer
- Conservation Officer

OBJECTIVE:

Graduates of this program know the history and development of the criminal justice system and the role of law enforcement in the system. They understand the legal process from arrest, to the courts, and through the corrections system. They can apply critical thinking to issues including policing, criminal law and procedure, documentation, and legal code for law enforcement. Graduates value the ability to effectively communicate in a variety of situations, in the workplace and in their communities. Upon completing this program, passing a physical fitness test, and completing additional required practical skills coursework, graduates will be eligible to take the Minnesota Professional Peace Officer (POST) licensing exam.

ENTRANCE REQUIREMENTS:

Admission into the Law Enforcement Academic Certificate program requires applicants to have earned an associate's degree or higher (including General Education courses equivalent to those in the Law Enforcement AAS) from a regionally accredited institution. Applicants are also required to interview with a program manager and complete a Rasmussen College placement test as part of the admissions process.

GENERAL EDUCATION COURSES

LOWER DIVISION

Humanities (Required course) 4
PHI 1520 Ethics Around the Globe

MAJOR AND CORE COURSES

LOWER DIVISION

CCJ 1000 Introduction to Criminal Justice 4
CCJ 2685 Domestic Violence 4
CJE 1006 Policing in America 4
CJE 1251 Crime Scene to Conviction: Critical Skills in Documentation 4
CJE 2172 Juvenile Justice: Delinquency, Dependency, and Diversion 4
CJE 2702 Practical Psychology for Law Enforcement 4
CJK 2640 Minnesota Traffic Code 2
CJK 2724 Minnesota Criminal Code 2
CJL 1381 Criminal Law and Procedures: Crime and the Courtroom 4

Total Certificate Credits

General Education Credits 4

Major and Core Credits 32

TOTAL CERTIFICATE CREDITS 36

The Law Enforcement Academic Certificate is only offered in Minnesota.

Professional Peace Officer Education (PPOE): This program meets standards established by the Minnesota Peace Officer Standards and Training Board (MN POST) for persons who seek employment in Minnesota as a peace officer. Graduates of this program may need to successfully complete additional academic coursework, training, practical/skills, and fitness standards before becoming eligible to sit for the MN POST licensing exam. Some of this training cannot be completed online.

This program is not aligned to the standards of any professional licensing body other than the MN POST, and is not intended to satisfy professional licensure requirements of any professional licensing agency in any other state.

Students enrolled in this program are required to complete an officially recognized first-aid course in First Responder, Emergency Medical Technician (EMT), or Emergency Medical Responder (EMR). In addition to all other MN POST licensing exam eligibility requirements, students must provide the Rasmussen College Law Enforcement POST Coordinator with a copy of their required first-aid certification (e.g., a photocopy of their first responder card) in order to become eligible to sit for the MN POST exam.

In addition to meeting all other admissions requirements, applicants to this program must successfully complete and pass a criminal background check and must also submit to a Minnesota Bureau of Criminal Apprehension background check.

LAW ENFORCEMENT SKILLS CERTIFICATE

11-Week Quarters (5.5-Week Terms)

CAREER OPPORTUNITIES:

- Police Officer
- Deputy Sheriff
- State Trooper
- Jailer
- Transportation Security Screener
- Security Officer
- Conservation Officer

OBJECTIVE:

Graduates of this program know the policy and practice of traffic enforcement, firearms use, defensive tactics, investigations, and pursuit driving. They can perform skills in each area. Graduates value the ability to effectively communicate in a variety of situations, in the workplace and in their communities. Upon completing this program, passing a physical fitness test, and completing additional required academic coursework, graduates will be eligible to take the Minnesota Professional Peace Officer (POST) licensing exam.

ENTRANCE REQUIREMENTS:

Admission to the Law Enforcement Skills Certificate program requires applicants to have earned an associate's degree or higher (including General Education courses equivalent to those in the Law Enforcement AAS) from a regionally accredited school in a program that is approved by the Minnesota Peace Officer Standards and Training (MN POST) Board. Applicants lacking the aforementioned academic requirements who have been deemed eligible to sit for the Military Reciprocity Examination by the MN POST Board due to prior military law enforcement experience are also eligible for admission upon receipt of a current signed verification letter sent directly to Rasmussen College from the MN POST Board. Applicants are required to meet all admission requirements for the Law Enforcement programs.

MAJOR AND CORE COURSES

LOWER DIVISION

CJK 2081	Traffic Enforcement: Managing Traffic Violators	3
CJK 2124	Firearms I: Fundamentals of Armed Police Response	2
CJK 2247	Firearms II: Tactics for Combat Gunfighting	2
CJK 2339	Use of Force I: From Empty Hands to TASERS	2
CJK 2406	Use of Force II: Winning Violent Confrontations	2
CJK 2563	Crime Scene Response: The Real CSI	3
CJK 2640	Minnesota Traffic Code	2
CJK 2724	Minnesota Criminal Code	2
CJK 2881	Patrol Practicals: Handling Calls in Progress	4
CJK 2995	Law Enforcement Capstone	2

TOTAL CERTIFICATE CREDITS 24

The Law Enforcement Skills Certificate is only available at the Eagan campus.

Professional Peace Officer Education (PPOE): This program meets standards established by the Minnesota Peace Officer Standards and Training Board (MN POST) for persons who seek employment in Minnesota as a peace officer. Graduates of this program may need to successfully complete additional academic coursework, training, practical/skills, and fitness standards before becoming eligible to sit for the MN POST licensing exam. Some of this training cannot be completed online.

This program is not aligned to the standards of any professional licensing body other than the MN POST, and is not intended to satisfy professional licensure requirements of any professional licensing agency in any other state.

Students enrolled in this program are required to complete an officially recognized first-aid course in First Responder, Emergency Medical Technician (EMT), or Emergency Medical Responder (EMR). In addition to all other MN POST licensing exam eligibility requirements, students must provide the Rasmussen College Law Enforcement POST Coordinator with a copy of their required first-aid certification (e.g., a photocopy of their first responder card) in order to become eligible to sit for the MN POST exam.

In addition to meeting all other admissions requirements, applicants to this program must successfully complete and pass a criminal background check and must also submit to a Minnesota Bureau of Criminal Apprehension background check.

PARALEGAL CERTIFICATE

11-Week Quarters (5.5-Week Terms)

CAREER OPPORTUNITIES:

- Paralegal
- Legal Secretary
- Legal Assistant
- Compliance Officer

OBJECTIVE:

Graduates of this program know the principles of legal research and writing. They understand criminal, family, corporate, and real estate law. They can provide services in all areas of the legal system, such as courts, law firms, and government agencies, under the supervision of an attorney. Graduates value the ability to effectively communicate in a variety of situations, in the workplace and in their communities.

ENTRANCE REQUIREMENTS:

Admission into the Paralegal Certificate program requires candidates to have earned an associate's degree (which includes General Education courses equivalent to those required in Rasmussen College's Paralegal Associate's Degree), or a bachelor's degree or higher.

DEVELOPMENTAL EDUCATION COURSES

B080	Reading and Writing Strategies	4
B087	Practical Math	4

Note: Illinois students take B095 Combined Basic and Intermediate Algebra instead of B087 Practical Math.

GENERAL EDUCATION COURSES

LOWER DIVISION

English Composition (Required course)	4
ENC 1101 English Composition	
Math/Natural Sciences (Select 1 course)	4
Humanities (Required course)	4
PHI 1520 Ethics Around the Globe	
General Education Elective ¹	4

MAJOR AND CORE COURSES

LOWER DIVISION

PLA 1013 Introduction to Law and the Legal System	4
PLA 1203 Civil Litigation and Procedure I	4
PLA 1223 Civil Litigation and Procedure II	4
PLA 1573 Contracts: Managing Legal Relationships	4
PLA 2204 Law Office Technology: Cyberspace and the Paralegal Profession	4
PLA 2320 Legal Research	4
PLA 2330 Legal Writing	4
PLA 2587 Torts: Auto Accidents and Other Legal Injuries	4
PLA 2800 Family Law	4

Electives (Select 1 course)

PLA 2435 Corporate Law	4
PLA 2610 Real Estate Law	4

Chose either Track I or Track II

Track I ²	
PLA 2940 Paralegal Internship	5
Track II	
PLA 2816 Paralegal Capstone	5

Total Certificate Credits	16
General Education Credits	45
Major and Core Credits	45

TOTAL CERTIFICATE CREDITS 61

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

¹ Students must complete or transfer one additional General Education course.

² Track I includes an internship, which is not available to students in all states. Please speak to a program manager for more details.

Developmental Education courses do not count toward total program credits, and are not calculated in GPA. Students must demonstrate mastery of the subject matter in Developmental Education courses through a Rasmussen College entrance placement exam, approved exemption based on previously completed coursework, or by successful completion of Developmental Education courses.

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

PARALEGAL ASSOCIATE'S DEGREE

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

11-Week Quarters (5.5-Week Terms)

THIS PROGRAM VERSION IS NOT AVAILABLE IN ILLINOIS

Associate of Science Degree in Florida, Associate of Applied Science Degree in Kansas, Minnesota, and Wisconsin

CAREER OPPORTUNITIES:

- Paralegal
- Legal Secretary
- Legal Assistant
- Compliance Specialist

OBJECTIVE:

Graduates of this program know the principles of legal research and writing. They understand criminal, family, corporate, and real estate law. They can provide services in all areas of the legal system, such as courts, law firms, and government agencies, under the supervision of an attorney. Graduates value written and interpersonal communication, critical thinking and problem solving, information and financial literacy, and the significance of diversity awareness skills in academic and workplace situations.

DEVELOPMENTAL EDUCATION COURSES

B080	Reading and Writing Strategies	4
B087	Practical Math	4

GENERAL EDUCATION COURSES

LOWER DIVISION

English Composition (Required course)	4
ENC 1101 English Composition	
Communication (Select 1 course)	4
Humanities (*Required, select 2 additional courses)	12
*PHI 1520 Ethics Around the Globe	
Math/Natural Sciences (Select 2 courses)	8
Social Sciences (Required courses)	8
PSY 1012 General Psychology+	
SYG 1000 Introduction to Sociology+	

MAJOR AND CORE COURSES

LOWER DIVISION

CGS 1240 Computer Applications and Business Systems Concepts+	3
CJL 1381 Criminal Law and Procedures: Crime and the Courtroom	4
E242 Career Development+	2
PLA 1013 Introduction to Law and the Legal System	4
PLA 1203 Civil Litigation and Procedure I	4
PLA 1223 Civil Litigation and Procedure II	4
PLA 1573 Contracts: Managing Legal Relationships	4
PLA 2204 Law Office Technology: Cyberspace and the Paralegal Profession	4
PLA 2320 Legal Research	4
PLA 2330 Legal Writing	4
PLA 2435 Corporate Law	4
PLA 2587 Torts: Auto Accidents and Other Legal Injuries	4
PLA 2610 Real Estate Law	4
PLA 2800 Family Law	4

Chose either Track I or Track II

Track I ¹

PLA 2940 Paralegal Internship	5
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Track II

PLA 2816 Paralegal Capstone	5
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Total Associate's Degree Credits	36
General Education Credits	36
Major and Core Credits	58
TOTAL DEGREE CREDITS	94

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

+Flex Choice Credit by Assessment courses available; see page 108 for details.

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

Developmental Education courses do not count toward total program credits, and are not calculated in GPA. Students must demonstrate mastery of the subject matter in Developmental Education courses through a Rasmussen College entrance placement exam, approved exemption based on previously completed coursework, or by successful completion of Developmental Education courses.

Rasmussen College's Eagan, MN campus location has been approved by the National Association of Legal Assistants (NALA) as a testing center for the Certified Legal Assistant/Certified Paralegal (CLA/CP) examination.

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

PARALEGAL ASSOCIATE'S DEGREE

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

11-Week Quarters (5.5-Week Terms)

THIS PROGRAM VERSION IS AVAILABLE IN ILLINOIS ONLY

Associate of Applied Science Degree in Illinois

CAREER OPPORTUNITIES:

- Paralegal
- Legal Assistant
- Legal Secretary
- Compliance Specialist

OBJECTIVE:

Graduates of this program know the principles of legal research and writing. They understand criminal, family, corporate, and real estate law. They can provide services in all areas of the legal system, such as courts, law firms, and government agencies, under the supervision of an attorney. Graduates value written and interpersonal communication, critical thinking and problem solving, information and financial literacy, and the significance of diversity awareness skills in academic and workplace situations.

DEVELOPMENTAL EDUCATION COURSES

B080	Reading and Writing Strategies	4
B095	Combined Basic and Intermediate Algebra	4

GENERAL EDUCATION COURSES

LOWER DIVISION

English Composition (Required course)		4
ENC 1101	English Composition	
Communication (Required course)		4
SPC 2017	Oral Communication ⁺	
Humanities (*Required, select 2 additional courses)		12
*PHI 1520	Ethics Around the Globe	
Math (Select 1 course)		4
Natural Sciences (Required courses)		6
BSC 1548	Human Biology	
BSC 1548L	Human Biology Lab	
Social Sciences (Required courses)		8
PSY 1012	General Psychology ⁺	
SYG 1000	Introduction to Sociology ⁺	

MAJOR AND CORE COURSES

LOWER DIVISION

CGS 1240	Computer Applications and Business Systems Concepts ⁺	3
CJL 1381	Criminal Law and Procedures: Crime and the Courtroom	4
E242	Career Development ⁺	2
PLA 1013	Introduction to Law and the Legal System	4
PLA 1203	Civil Litigation and Procedure I	4
PLA 1223	Civil Litigation and Procedure II	4
PLA 1573	Contracts: Managing Legal Relationships	4
PLA 2204	Law Office Technology: Cyberspace and the Paralegal Profession	4
PLA 2320	Legal Research	4
PLA 2330	Legal Writing	4
PLA 2435	Corporate Law	4
PLA 2587	Torts: Auto Accidents and Other Legal Injuries	4
PLA 2610	Real Estate Law	4
PLA 2800	Family Law	4

Chose either Track I or Track II

Track I¹

PLA 2940	Paralegal Internship	5
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Track II

PLA 2816	Paralegal Capstone	5
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Total Associate's Degree Credits

General Education Credits	38
Major and Core Credits	58

TOTAL DEGREE CREDITS 96

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

⁺Flex Choice Credit by Assessment courses available; see page 108 for details.

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

Developmental Education courses do not count toward total program credits, and are not calculated in GPA. Students must demonstrate mastery of the subject matter in Developmental Education courses through a Rasmussen College entrance placement exam, approved exemption based on previously completed coursework, or by successful completion of Developmental Education courses.

The Rasmussen College Eagan, MN, campus location has been approved by the National Association of Legal Assistants (NALA) as a testing center for the Certified Legal Assistant/Certified Paralegal (CLA/CP) examination.

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

PRACTICAL NURSING DIPLOMA

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

11-Week Quarters (5.5-Week Terms)

CAREER OPPORTUNITIES IN:

- Hospitals
- Assisted Living Centers
- Clinics
- Dental Offices
- Long-Term Care Facilities
- Physician's Offices

OBJECTIVE:

Graduates of this program are prepared to function as an entry-level practical nurse under the direction of a registered nurse, physician, or dentist. They can implement psychomotor technical skills that meet current standards of practice; apply scientific knowledge and skills to meet the biological, psychosocial, cultural, and spiritual needs of the patient; provide maintenance, preventative, therapeutic, rehabilitative, and/or supportive care; communicate clear, concise, accurate, complete, and timely information to members of the healthcare team; use therapeutic communication to build and maintain therapeutic relationships with patients and their significant support person(s); use the nursing process to gather data, contribute to nursing diagnosis, guide nursing actions, and contribute to the plan of care; and provide basic individualized, holistic, and culturally sensitive nursing care for patients across the lifespan in a variety of settings. They can implement a personal practice standard that adheres to the legal and ethical standards of the practical nurse as defined by NFLPN and NAPNES. Graduates value critical thinking, communication, diverse perspectives, technology and information literacy, and post-licensure continuing education as a way to build on previous knowledge and skills and increase competency. Upon successful completion of this program, the graduate will receive a Diploma in Practical Nursing and will be eligible to sit for the National Council Licensure Examination for Practical Nurses (NCLEX-PN).

GENERAL EDUCATION COURSES

LOWER DIVISION

English Composition (Required course)	4
ENC 1101 English Composition+	
Communication (Select 1 course)+	4
Math/ Natural Sciences (Required courses)	8
MAT 1222 Algebra+	
PHA 1500 Structure and Function of the Human Body	

MAJOR AND CORE COURSES

LOWER DIVISION

NUR 1172 Nutritional Principles in Nursing	4
PRN 1086 Introduction to Practical Nursing	2
PRN 1192 Fundamentals of Practical Nursing	6
PRN 1245 Practical Nursing I	6
PRN 1356 Basic Pharmacology	3
PRN 1417 Practical Nursing II	6
PRN 1486 Gerontologic Nursing	3
PRN 1555 Psychosocial Nursing	4
PRN 1648 Practical Nursing III	6
PRN 1932 Family Nursing	4
PRN 1971 Practical Nursing Capstone	2

Total Diploma Credits

General Education Credits 16

Major and Core Credits 46

TOTAL DIPLOMA CREDITS 62

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

+Flex Choice Credit by Assessment courses available; see page 108 for details.

The Practical Nursing Diploma is only offered at the Fort Myers, Land O'Lakes/East Pasco, Ocala School of Nursing, and Tampa/Brandon campuses in Florida; and the Brooklyn Park/Maple Grove, Eagan, Mankato, Moorhead, and St. Cloud campuses in Minnesota. The Practical Nursing Diploma is not offered in Illinois, Kansas, North Dakota, or Wisconsin.

The Practical Nursing Diploma program meets the educational requirement to apply for licensure as a Practical Nurse (PN) in Florida and Minnesota. Other eligibility requirements may apply, please verify your eligibility against board of nursing rules. This program may not meet the educational requirements for licensure as a nurse in states not listed above.

To graduate in this program, students must complete all required NUR and PRN coursework with a grade of C or better, achieve all required skill competencies, and satisfactorily complete all required clinical learning experiences.

Applicants to this program must meet program-specific admissions requirements, in addition to all general Rasmussen College admissions requirements. Please see the application procedures for this program under Academic Information and College Policies.

In addition to meeting all other admissions requirements: Florida campus applicants must successfully complete and pass a criminal background check and also submit to a Florida Department of Law Enforcement background check; Minnesota campus applicants to this program must successfully complete and pass only a Minnesota Department of Human Services background check; and Moorhead campus applicants to this program must also successfully complete and pass a criminal background check in addition to completing and passing the Minnesota Department of Human Services background check.

The Practical Nursing Diploma at the Rasmussen College – Land O'Lakes/East Pasco campus in Florida is a candidate for accreditation by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; 404-975-5000. www.acenursing.org

PROFESSIONAL NURSING ASSOCIATE'S DEGREE

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

11-Week Quarters (5.5-Week Terms)

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

CAREER OPPORTUNITIES IN:

- Hospitals
- Clinics
- Rehabilitation Centers
- Long-Term Care Facilities

OBJECTIVE:

The objective of the Professional Nursing program is to provide the knowledge, clinical skills, nursing values, meanings and experience necessary for an entry-level professional nursing position; and in turn facilitate competency in the core components of professional nursing: professional behavior, communication, assessment, clinical decision making, caring interventions, teaching and learning, collaboration and managing care. This program is designed to prepare the graduate to utilize and apply the nursing process (assessment, diagnosis, planning, intervention and evaluation) to provide care across the life span and in diverse settings within the healthcare continuum. Upon successful completion of this program, the graduate will receive an Associate of Science Degree in Nursing and will be eligible to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

GENERAL EDUCATION COURSES

LOWER DIVISION

English Composition (Required course)	4
ENC 1101 English Composition ⁺	
Communication (Select 1 course) ⁺	4
Humanities (Select 2 courses) ⁺	8
Mathematics (Required course)	4
MAT 1222 Algebra ⁺	
Natural Sciences (Required courses)	19
BSC 2346 Human Anatomy and Physiology I	
BSC 2347 Human Anatomy and Physiology II	
MCB 2289 Introduction to Microbiology	
PHA 1500 Structure and Function of the Human Body	
Social Sciences (Required courses)	8
DEP 2004 Human Growth and Development	
PSY 1012 General Psychology ⁺	

MOBILITY BRIDGE ENTRANCE OPTION

Students who hold a current unencumbered practical nursing license will receive credit for NUR 1172 Nutritional Principles in Nursing (4 credits) and NUR 2115 Fundamentals of Professional Nursing (6 credits) in the Professional Nursing AS Degree program. The student's credential will be reviewed, and if the criteria are met, the course requirements will be waived and the grades will be posted on the student's transcript as a Course Waiver (CW). Students may also transfer in up to 47 credits in successfully completed applicable General Education coursework. Graduates of the Rasmussen College Practical Nursing program will receive credit for NUR 1172 Nutritional Principles in Nursing, PHA 1150 Structure and Function of the Human Body, ENC 1101 English Composition, MAT 1222 Algebra, and the Communication course the student completed in the Practical Nursing program (for a total of 20 additional general education credits). Students must successfully complete all remaining coursework in the Professional Nursing AS Degree program to earn this degree.

MAJOR AND CORE COURSES

LOWER DIVISION

NUR 1172 Nutritional Principles in Nursing	4
NUR 2058 Dimensions of Nursing Practice	4
NUR 2092 Health Assessment	4
NUR 2115 Fundamentals of Professional Nursing	6
NUR 2349 Professional Nursing I	6
NUR 2407 Pharmacology	6
NUR 2488 Mental Health Nursing	4
NUR 2571 Professional Nursing II	6
NUR 2633 Maternal Child Health Nursing	4
NUR 2790 Professional Nursing III	6
NUR 2868 Role, Scope, Quality, and Leadership in Professional Nursing	4
NUR 2944 Professional Nursing Capstone	2

Total Associate's Degree Credits

General Education Credits 47

Major and Core Credits 56

TOTAL DEGREE CREDITS 103

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

⁺Flex Choice Credit by Assessment courses available; see page 108 for details.

The Professional Nursing Associate's Degree is only offered at the Fort Myers, New Port Richey/West Pasco, Ocala School of Nursing, and Tampa/Brandon campuses in Florida; the Rockford and Romeoville/Joliet campuses in Illinois; the Overland Park and Topeka campuses in Kansas; the Blaine, Bloomington, Mankato, Moorhead, and St. Cloud campuses in Minnesota; and at the Green Bay and Wausau campuses in Wisconsin. The Professional Nursing Associate's Degree is not offered in North Dakota.

The Professional Nursing Associate's Degree program meets the educational requirement to apply for licensure as a Registered Nurse (RN) in Florida, Kansas, Illinois, Minnesota, and Wisconsin. Other eligibility requirements may apply, please verify your eligibility against board of nursing rules. This program may not meet the educational requirements for licensure as a nurse in states not listed above.

Applicants to this program must meet program-specific admissions requirements, in addition to all general Rasmussen College admissions requirements. Please see the application procedures for this program under Academic Information and College Policies.

To graduate in this program, students must complete and all required NUR coursework with a grade of C or better, achieve all required skill competencies, and satisfactorily complete all required clinical learning experiences.

In addition to meeting all other admissions requirements: Illinois, Kansas, and Wisconsin campus applicants to this program must successfully complete and pass a criminal background check; Florida campus applicants must successfully complete and pass a criminal background check and also submit to a Florida Department of Law Enforcement background check; Minnesota campus applicants to this program must successfully complete and pass only a Minnesota Department of Human Services background check; and Moorhead campus applicants to this program must also successfully complete and pass a criminal background check in addition to completing and passing the Minnesota Department of Human Services background check.

The Professional Nursing Associate's Degree program at Rasmussen College – Green Bay is a candidate for accreditation by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; 404-975-5000. www.acenursing.org

The Professional Nursing Associate's Degree program at Rasmussen College – Kansas City/Overland Park and Topeka is a candidate for accreditation by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; 404-975-5000. www.acenursing.org

The Professional Nursing Associate's Degree program at Rasmussen College – Moorhead is a candidate for accreditation by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; 404-975-5000. www.acenursing.org

The Professional Nursing Associate's Degree program at the Rasmussen College – New Port Richey/West Pasco campus in Florida is a candidate for accreditation by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; 404-975-5000. www.acenursing.org

The Professional Nursing Associate's Degree program at Rasmussen College-Ocala School of Nursing is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; 404-975-5000. www.acenursing.org

The Professional Nursing Associate's Degree program at Rasmussen College – Wausau is a candidate for accreditation by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; 404-975-5000. www.acenursing.org

STUDENT INVESTMENT DISCLOSURE:

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

BACHELOR OF SCIENCE IN NURSING

RN to BSN

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

11-Week Quarters (5.5-Week Terms)

Bachelor of Science Degree

CAREER OPPORTUNITIES IN:

- Clinical Practice
- Administration
- Nursing Education
- Nursing Leadership

OBJECTIVE:

The principal aim of the Bachelor of Science in Nursing (BSN) program is to graduate well-prepared nurses to meet the demands of nursing in today's healthcare environments. BSN nurses are valued for their ability to think critically, demonstrate leadership, provide case management, engage in health promotion, and practice healthcare across a variety of diverse settings. The program develops nurses in the generalist role in alignment with the Essentials of Baccalaureate Education for Professional Nursing Practice. Graduates will possess the six outcome abilities central to the Quality and Safety Education for Nurses (QSEN) competencies: patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics. This program offers three different entrance opportunities to accommodate students of varying backgrounds: no prior college experience, a conferred bachelor's degree, or a registered nurse license. Students who complete the pre-licensure components of this program will meet the educational eligibility requirements to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Passage of the NCLEX-RN exam is one of the requirements for obtaining licensure as a registered nurse.

PROGRAM ENROLLMENT:

Applicants for the Rasmussen College RN to BSN program may be awarded up to a maximum of 113 lower-level proficiency transfer credits. Applicants for this program who have a current unencumbered Registered Nurse (RN) license in the U.S. and have successfully completed an Associate's Degree in Nursing, and who satisfy all program admission requirements will be awarded an articulation transfer equivalent to 113 lower-level credits toward this program. Applicants who hold an RN license without an Associate's Degree in Nursing who satisfy all program admission requirements, will be awarded an articulation transfer of 78 credits in transfer to this program. In addition up to 35 additional credits for successfully completed applicable lower division General Education coursework may be awarded in transfer. Students without an Associate's Degree in Nursing are required to have previously completed Human Anatomy and Physiology I, Human Anatomy and Physiology II and Introduction to Microbiology courses that included a lab component.

Lower division general education credits not transferred must be completed to earn this degree. Up to 20 additional transfer credits may be awarded applicable to upper level General Education Course requirements.

GENERAL EDUCATION COURSES

UPPER DIVISION

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

MAJOR AND CORE COURSES

UPPER DIVISION

NUR 3177 Comprehensive Health Assessment	4
NUR 3205 Applied Pathophysiology	4
NUR 3418 Introduction to Alternative and Complementary Therapies	4
NUR 3508 Quality and Safety in Nursing Practice	4
NUR 3655 Transcultural Nursing	4
NUR 3816 Dimensions of Professional Nursing	4
NUR 4232 Integration of Evidence-Based Practice and Research in Nursing	4
NUR 4529 Public Health and Community Nursing	4
NUR 4773 Leadership and Management in Nursing	4
NUR 4870 Nursing Informatics	4
NUR 4909 Nursing Capstone	4

Total Bachelor's Degree Credits	
Transferred Lower Division Credits	113
Upper Division General Education Credits	24
Upper Division Major and Core Credits	44

TOTAL DEGREE CREDITS 181

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

+Flex Choice Credit by Assessment courses available; see page 108 for details.

This online program is not available to residents of all states. Please speak with a program manager to determine your eligibility for enrollment.

RN to BSN students may complete a maximum of five (5) Flex Choice Credit by Assessment courses toward their degree.

The RN to BSN is not intended to prepare graduates for any state-issued nursing license.

The Bachelor of Science in Nursing program at Rasmussen College is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791.

To graduate in this program, students must complete all required NUR coursework with a grade of C or better, achieve all required skill competencies, and satisfactorily complete all required practicum experiences.

BACHELOR OF SCIENCE IN NURSING

STANDARD ENTRANCE ACCELERATED BSN (A-BSN) FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE 11-Week Quarters (5.5-Week Terms)

Bachelor of Science Degree

CAREER OPPORTUNITIES IN:

- Hospitals
- Clinical Practice
- Administration
- Nursing Education
- Nursing Leadership

OBJECTIVE:

The principal aim of the Bachelor of Science in Nursing (BSN) program is to graduate well-prepared nurses to meet the demands of nursing in today's healthcare environments. BSN nurses are valued for their ability to think critically, demonstrate leadership, provide case management, engage in health promotion, and practice healthcare across a variety of diverse settings. The program develops nurses in the generalist role in alignment with the Essentials of Baccalaureate Education for Professional Nursing Practice. Graduates will possess the six outcome abilities central to the Quality and Safety Education for Nurses (QSEN) competencies: patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics. This program offers three different entrance opportunities to accommodate students of varying backgrounds: no prior college experience, a conferred bachelor's degree, or a registered nurse license. Students who complete the pre-licensure components of this program will meet the educational eligibility requirements to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Passage of the NCLEX-RN exam is one of the requirements for obtaining licensure as a registered nurse.

STANDARD ENTRANCE A-BSN ENROLLMENT REQUIREMENTS:

Applicants pursuing admittance into the Standard Entrance A-BSN must complete the following requirements in order to be deemed eligible for admission: (1) submit official transcript(s); (2) achieve a composite score of 75% on the School of Nursing Entrance Exam; (3) provide proof of a health physical and vaccinations; (4) hold a current certification in Basic Life Saving & Cardiopulmonary Resuscitation with Defibrillator; (5) pass a Criminal Background Screening; (6) complete any additional requirements for admission including those stated in the Academic Information and College Policies section of the catalog.

A student is eligible to enroll in this entrance option when they have not yet attended college, have taken college courses but do not have a degree, or have an associate's degree only.

Transfer credit is assessed on a course-by-course content basis based upon official transcript(s). Upon completion of all General Education course requirements, the student will be eligible to enroll in core Nursing courses.

GENERAL EDUCATION COURSES

LOWER DIVISION

English Composition (Required course)	4
ENC 1101 English Composition ⁺	
Communication (Required course)	4
SPC 2017 Oral Communication ⁺	
Humanities (*Required, select 1 additional course) ⁺	8
*PHI 2103 Introduction to Critical Thinking	
Math/Natural Sciences (Required courses)	27
BSC 2346 Human Anatomy and Physiology I	
BSC 2347 Human Anatomy and Physiology II	
DEP 2004 Human Growth and Development	
MAT 1222 Algebra ⁺	
MCB 2289 Introduction to Microbiology	
PHA 1500 Structure and Function of the Human Body	
Social Sciences (Required course)	4
PSY 1012 General Psychology ⁺	

UPPER DIVISION

Communication (Select 1 course) +	4
Humanities (Select 2 courses) ⁺	8
Math/Natural Sciences (*Required, select 1 additional course) ⁺	8
*STA 3140 Advanced Statistics and Analytics	
Social Sciences (Select 2 courses) ⁺	8
Unrestricted General Education Elective ⁺	4

MAJOR AND CORE COURSES

LOWER DIVISION

NUR 1172 Nutritional Principles in Nursing	4
NUR 2092 Health Assessment	4
NUR 2162 Critical Analysis and Nursing Science	4
NUR 2284 Health, Wellness, and Self Care	4
NUR 2320 Nursing Ethics and Legal Issues	4
NUR 2407 Pharmacology	6

UPPER DIVISION

NUR 3205 Applied Pathophysiology	4
NUR 3294 Essentials of Professional Nursing	6
NUR 3418 Introduction to Alternative and Complementary Therapies	4
NUR 3463 Adult Health - Acute Care	8
NUR 3508 Quality and Safety in Nursing Practice	4
NUR 3524 Adult Health - Chronic and Transitional Care	8
NUR 3655 Transcultural Nursing	4
NUR 3672 Parent Child Health	5
NUR 4005 Dimensions of Mental and Behavioral Health	6
NUR 4187 Public, Family, and Community Health	6
NUR 4201 Leadership, Management, and Professional Development	5
NUR 4232 Integration of Evidence-Based Practice and Research in Nursing	4
NUR 4392 Professional Nursing Integration	4
NUR 4455 A-BSN Capstone	4
NUR 4870 Nursing Informatics	4

Total Bachelor's Degree Credits

Lower Division General Education Credits	47
Upper Division General Education Credits	28
Unrestricted General Education Elective	4
Lower Division Major and Core Credits	26
Upper Division Major and Core Credits	76

TOTAL DEGREE CREDITS 181

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

⁺Flex Choice Credit by Assessment courses available; see page 108 for details.

The Standard Entrance A-BSN is only available in Wisconsin, and at the Land O'Lakes/East Pasco campus in Florida.

The Standard Entrance A-BSN and Second Degree A-BSN meet the educational requirements to apply for licensure as a registered nurse (RN) in Florida and Wisconsin. Other eligibility requirements may apply; please verify your eligibility against board of nursing rules. This program may not meet the educational requirements for licensure as a nurse in states not listed above.

The Bachelor of Science in Nursing program at Rasmussen College is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791.

To graduate in this program, students must complete all required NUR coursework with a grade of C or better, achieve all required skill competencies, and satisfactorily complete all required clinical experiences.

This program may require specific immunizations prior to professional practice experience.

In addition to meeting all other admissions requirements: Wisconsin campus applicants to this program must successfully complete and pass a criminal background check; Florida campus applicants must successfully complete and pass a criminal background check and also submit to a Florida Department of Law Enforcement background check.

BACHELOR OF SCIENCE IN NURSING

SECOND DEGREE ACCELERATED BSN (A-BSN)

11-Week Quarters (5.5-Week Terms)

Bachelor of Science Degree

CAREER OPPORTUNITIES IN:

- Hospitals
- Clinical Practice
- Administration
- Nursing Education
- Nursing Leadership

OBJECTIVE:

The principal aim of the Bachelor of Science in Nursing (BSN) program is to graduate well-prepared nurses to meet the demands of nursing in today's healthcare environments. BSN nurses are valued for their ability to think critically, demonstrate leadership, provide case management, engage in health promotion, and practice healthcare across a variety of diverse settings. The program develops nurses in the generalist role in alignment with the Essentials of Baccalaureate Education for Professional Nursing Practice. Graduates will possess the six outcome abilities central to the Quality and Safety Education for Nurses (QSEN) competencies: patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics. This program offers three different entrance opportunities to accommodate students of varying backgrounds: no prior college experience, a conferred bachelor's degree, or a registered nurse license. Students who complete the pre-licensure components of this program will meet the educational eligibility requirements to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Passage of the NCLEX-RN exam is one of the requirements for obtaining licensure as a registered nurse.

SECOND DEGREE A-BSN ENROLLMENT REQUIREMENTS:

Applicants pursuing admittance into the Second Degree A-BSN must complete the following requirements in order to be deemed eligible for admission: (1) submit official transcript(s); (2) hold a conferred bachelor's degree (completed prior to acceptance) from a regionally or nationally accredited institution of higher learning as recognized by the Department of Education and the Council on Higher Education (CHEA); (3) achieve a composite score of 75% on the School of Nursing Entrance Exam; (4) provide proof of a health physical and vaccinations; (5) hold a current certification in Basic Life Saving & Cardiopulmonary Resuscitation with Defibrillator; (6) pass a Criminal Background Screening; (7) complete any additional requirements for admission including those stated in the Academic Information and College Policies section of the catalog.

A student is eligible to enroll in the Second Degree Entrance Option when a bachelor's degree has previously been awarded. A block of 64 General Education credits will be awarded upon submission of official transcript. In addition, 15 General Education credits may be awarded based upon previous completion of the three required lab-based science courses:

- When student enrolls with all three lab-based science courses completed with a grade of C or higher (Human Anatomy & Physiology I, Human Anatomy & Physiology II, and Introduction to Microbiology), a block of 64 General Education credit will be awarded, and 15 General Education credits for the three required science courses will be separately awarded, leaving 102 core Nursing credits to complete. Student will be eligible to take core Nursing courses at time of start.
- When student needs to complete one or more of the lab-based science courses listed above, a block of 64 General Education credits will be awarded. Additional transfer credit will be awarded for each specific lab-based science course that has been completed. Student is required to complete any unfulfilled lab-based science courses in their first and second quarters of enrollment. Upon completion of the lab-based science courses, the student will be eligible to enroll in core Nursing courses.

MAJOR AND CORE COURSES

LOWER DIVISION

NUR 1172	Nutritional Principles in Nursing	4
NUR 2092	Health Assessment	4
NUR 2162	Critical Analysis and Nursing Science	4
NUR 2284	Health, Wellness, and Self Care	4
NUR 2320	Nursing Ethics and Legal Issues	4
NUR 2407	Pharmacology	6

UPPER DIVISION

NUR 3205	Applied Pathophysiology	4
NUR 3294	Essentials of Professional Nursing	6
NUR 3418	Introduction to Alternative and Complementary Therapies	4
NUR 3463	Adult Health - Acute Care	8
NUR 3508	Quality and Safety in Nursing Practice	4
NUR 3524	Adult Health - Chronic and Transitional Care	8
NUR 3655	Transcultural Nursing	4
NUR 3672	Parent Child Health	5
NUR 4005	Dimensions of Mental and Behavioral Health	6
NUR 4187	Public, Family, and Community Health	6
NUR 4201	Leadership, Management, and Professional Development	5
NUR 4232	Integration of Evidence-Based Practice and Research in Nursing	4
NUR 4392	Professional Nursing Integration	4
NUR 4455	A-BSN Capstone	4
NUR 4870	Nursing Informatics	4

Total Bachelor's Degree Credits

Prior Degree Block Transfer	79
Lower Division Major and Core Credits	26
Upper Division Major and Core Credits	76

TOTAL DEGREE CREDITS

181

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

The Second Degree A-BSN is only available in Wisconsin, and at the Land O'Lakes/East Pasco campus in Florida.

The Standard Entrance A-BSN and Second Degree A-BSN meet the educational requirements to apply for licensure as a registered nurse (RN) in Florida and Wisconsin. Other eligibility requirements may apply; please verify your eligibility against board of nursing rules. This program may not meet the educational requirements for licensure as a nurse in states not listed above.

The Bachelor of Science in Nursing program at Rasmussen College is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791.

To graduate in this program, students must complete all required NUR coursework with a grade of C or better, achieve all required skill competencies, and satisfactorily complete all required clinical experiences.

This program may require specific immunizations prior to professional practice experience.

In addition to meeting all other admissions requirements: Wisconsin campus applicants to this program must successfully complete and pass a criminal background check; Florida campus applicants must successfully complete and pass a criminal background check and also submit to a Florida Department of Law Enforcement background check.

INFORMATION TECHNOLOGY MANAGEMENT**ASSOCIATE'S DEGREE****FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE****11-Week Quarters (5.5-Week Terms)****THIS PROGRAM VERSION IS NOT AVAILABLE IN ILLINOIS**

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

CAREER OPPORTUNITIES:

- Deskside Support Technician
- Helpdesk/Service Desk Support Specialist
- Field Service Technician
- End User Support Specialist

OBJECTIVE:

Graduates of this program will be able to explain the basics of information technology, including systems analysis, network analysis, programming, network and computer security, and business applications. Graduates will understand how to troubleshoot computer and network problems with server, desktop, laptop, and mobile devices. Graduates will be able to develop a plan for mitigating risk and disaster planning concerning computers and networks. In addition, graduates will be able to create a plan to engage in lifelong learning activities, including certifications. Graduates value the importance of effective written and interpersonal communication and critical thinking in a variety of professional contexts, and how to engage in team and work environments.

DEVELOPMENTAL EDUCATION COURSES

B080	Reading and Writing Strategies	4
B087	Practical Math	4

GENERAL EDUCATION COURSES**LOWER DIVISION**

English Composition (Required Course)	4
ENC 1101 English Composition	
Communication (*Required, select 1 additional course)+	8
*COM 1388 Communicating in Your Profession	
Humanities (Select 2 courses)+	8
Math/Natural Sciences (*Required, select 1 additional course)+	8
*MAT 1222 Algebra+	
Social Sciences (Select 2 courses)+	8

MAJOR AND CORE COURSES**LOWER DIVISION**

CET 2660C Networking Security	3
CGS 1240 Computer Applications and Business Systems Concepts+	3
CIS 1028C Fundamentals of Hardware and Software I	3
CIS 1175C Fundamentals of Hardware and Software II	3
CIS 1308 Logic and Troubleshooting	4
CIS 2093C Systems Analysis	3
CIS 2911 Information Technology Capstone	2
CNT 1244C Introduction to Networks	3
COP 1125 Programming Fundamentals	3
CTS 2383C Microsoft Windows Server	3
E242 Career Development+	2
GEB 1011 Introduction to Business	4
MNA 1161 Customer Service+	4

CHOOSE ONE SPECIALIZATION:**Computer Information Technology Specialization¹**

CIS 1317C Helpdesk Support	3
CIS 1423C Mac Integration	3
CIS 2404C Software Packaging and Deployment	3
CIS 2555C Mobile Support Principles	3
CTS 1300C Microsoft Windows Workstations	3

Network Administration Specialization

CET 2522C Cisco Network Routing and Switching	3
CIS 2138C Windows Scripting	3
CTS 2302C Windows Active Directory	3
CTS 2321 Linux Administration	3
CTS 2811C SQL Server Administration	3

Network Security Specialization

CET 2522C Cisco Network Routing and Switching	3
CIS 2293C Mobile and Mac OS Security	3
CIS 2315C Fundamentals of Ethical Hacking	3
CTS 2321 Linux Administration	3
ISM 2321 Managing Information Security	3

Total Associate's Degree Credits

General Education Credits	36
Major and Core Credits	55

TOTAL DEGREE CREDITS 91

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

+Flex Choice Credit by Assessment courses available; see page 108 for details.

¹ CTS 2321 Linux Administration and CET 2522C Cisco Network Routing and Switching are prerequisite to courses contained in the Information Security BS degree program. Students that continue into the Information Security BS degree program must complete CTS 2321 prior to taking CIS 4352 Linux Security Strategies and must complete CET 2522C prior to taking CIS 3140C Advanced Cisco Network Security – CCNA.

Developmental Education courses do not count toward total program credits, and are not calculated in GPA. Students must demonstrate mastery of the subject matter in Developmental Education courses through a Rasmussen College entrance placement exam, approved exemption based on previously completed coursework, or by successful completion of Developmental Education courses.

INFORMATION TECHNOLOGY MANAGEMENT

ASSOCIATE'S DEGREE

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

11-Week Quarters (5.5-Week Terms)

THIS PROGRAM VERSION IS AVAILABLE IN ILLINOIS ONLY

Associate of Applied Science Degree in Illinois

CAREER OPPORTUNITIES:

- Deskside Support Technician
- Helpdesk/Service Desk Support Specialist
- Field Service Technician
- End User Support Specialist

OBJECTIVE:

Graduates of this program will be able to explain the basics of information technology, including systems analysis, network analysis, programming, network and computer security, and business applications. Graduates will understand how to troubleshoot computer and network problems with server, desktop, laptop, and mobile devices. Graduates will be able to develop a plan for mitigating risk and disaster planning concerning computers and networks. In addition, graduates will be able to create a plan to engage in lifelong learning activities, including certifications. Graduates value the importance of effective written and interpersonal communication and critical thinking in a variety of professional contexts, and how to engage in team and work environments.

DEVELOPMENTAL EDUCATION COURSES

B080	Reading and Writing Strategies	4
B095	Combined Basic and Intermediate Algebra	4

GENERAL EDUCATION COURSES

LOWER DIVISION

English Composition (Required Course)	4
ENC 1101 English Composition	
Communication (Required courses)	4
COM 1388 Communicating in Your Profession	
SPC 2017 Oral Communication ⁺	
Humanities (Select 2 courses) ⁺	8
Math (Required Course)	4
MAT 1402 General Education Mathematics ⁺	
Natural Sciences (Required courses)	6
BSC 1548 Human Biology	
BSC 1548L Human Biology Lab	
Social Sciences (Select 2 courses) ⁺	8

MAJOR AND CORE COURSES

LOWER DIVISION

CET 2660C Networking Security	3
CGS 1240 Computer Applications and Business Systems Concepts ⁺	3
CIS 1028C Fundamentals of Hardware and Software I	3
CIS 1175C Fundamentals of Hardware and Software II	3
CIS 1308 Logic and Troubleshooting	4
CIS 2093C Systems Analysis	3
CIS 2911 Information Technology Capstone	2
CNT 1244C Introduction to Networks	3
COP 1125 Programming Fundamentals	3
CTS 2383C Microsoft Windows Server	3
E242 Career Development ⁺	2
GEB 1011 Introduction to Business	4
MNA 1161 Customer Service ⁺	4

CHOOSE ONE SPECIALIZATION:

Computer Information Technology Specialization¹

CIS 1317C Helpdesk Support	3
CIS 1423C Mac Integration	3
CIS 2404C Software Packaging and Deployment	3
CIS 2555C Mobile Support Principles	3
CTS 1300C Microsoft Windows Workstations	3

Network Administration Specialization

CET 2522C Cisco Network Routing and Switching	3
CIS 2138C Windows Scripting	3
CTS 2302C Windows Active Directory	3
CTS 2321 Linux Administration	3
CTS 2811C SQL Server Administration	3

Network Security Specialization

CET 2522C Cisco Network Routing and Switching	3
CIS 2293C Mobile and Mac OS Security	3
CIS 2315C Fundamentals of Ethical Hacking	3
CTS 2321 Linux Administration	3
ISM 2321 Managing Information Security	3

Total Associate's Degree Credits

General Education Credits	38
Major and Core Credits	55
TOTAL DEGREE CREDITS	93

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

⁺Flex Choice Credit by Assessment courses available; see page 108 for details.

¹CTS 2321 Linux Administration and CET 2522C Cisco Network Routing and Switching are prerequisite to courses contained in the Information Security BS degree program. Students that continue into the Information Security BS degree program must complete CTS 2321 prior to taking CIS 4352 Linux Security Strategies and must complete CET 2522C prior to taking CIS 3140C Advanced Cisco Network Security – CCNA.

Developmental Education courses do not count toward total program credits, and are not calculated in GPA. Students must demonstrate mastery of the subject matter in Developmental Education courses through a Rasmussen College entrance placement exam, approved exemption based on previously completed coursework, or by successful completion of Developmental Education courses.

INFORMATION TECHNOLOGY MANAGEMENT**BACHELOR'S DEGREE****FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE****11-Week Quarters (5.5-Week Terms)****THIS PROGRAM VERSION IS NOT AVAILABLE IN ILLINOIS****Bachelor of Science Degree****CAREER OPPORTUNITIES:**

- Network Administrator
- Network Analyst
- Information Technology Manager

OBJECTIVE:

Graduates of this program understand how information systems are used in business and how technology adds value to business processes. They have advanced skills in network infrastructure management and know how to support business requirements through technology recommendations, security implementation, and development of policies and procedures to protect client data. Graduates have the ability to establish support structures and procedures to provide best in class customer service and problem resolution. They possess a high skill level in providing systems support and administration for web and database applications, network optimization, and expertise in systems performance monitoring. Graduates value communication, critical thinking and problem solving, scientific and information literacy, financial literacy, diversity awareness, and knowledge creation skills and the need to incorporate them in meaningful ways.

IN ADDITION TO ALL INFORMATION TECHNOLOGY MANAGEMENT ASSOCIATE'S DEGREE COURSES**GENERAL EDUCATION COURSES****UPPER DIVISION**

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

MAJOR AND CORE COURSES**UPPER DIVISION**

CIS 3436C	IT Security for Managers	3
CIS 4005C	IT Operations Management	4
CIS 4189C	Risk Management and Business Continuity	4
CIS 4264C	Storage Management	3
CIS 4371C	Operating Systems Design	3
CNT 3126	Advanced Networking	4
CNT 3229	Asset Management	3
CNT 3348	Infrastructure Hardware	4
CNT 3569	Support Management	4
CNT 3777	Virtualization	4
CNT 4016	Cloud Computing	4
CNT 4283	Enterprise Application Support	4
CNT 4361	Information Technology Management Capstone	2
CNT 4437	Service Management	4
CNT 4520	Systems Monitoring	4
ISM 3015	Management of Information Systems	4
ISM 3812	Project Management for IT	4
MAN 4240	Organizational Behavior Analysis	4
Total Bachelor's Degree Credits		
Lower Level General Education Credits		36
Upper Level General Education Credits		24
Lower Level Major and Core Credits		55
Upper Level Major and Core Credits		66

TOTAL DEGREE CREDITS 181

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS

*Flex Choice Credit by Assessment courses available; see page 108 for details..

Students in the Information Technology Management, Information Security, and Graphic Design programs are eligible for specific industry certifications. The College will reimburse students to sit for one recommended certification, as well as up to two additional optional certifications. Reimbursements will be made only once per certification. Students are responsible for paying for any additional attempts.

INFORMATION TECHNOLOGY MANAGEMENT

BACHELOR'S DEGREE

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

11-Week Quarters (5.5-Week Terms)

THIS PROGRAM VERSION IS AVAILABLE IN ILLINOIS ONLY

Bachelor of Science Degree

CAREER OPPORTUNITIES:

- Network Administrator
- Network Analyst
- Information Technology Manager

OBJECTIVE:

Graduates of this program understand how information systems are used in business and how technology adds value to business processes. They have advanced skills in network infrastructure management and know how to support business requirements through technology recommendations, security implementation, and development of policies and procedures to protect client data. Graduates have the ability to establish support structures and procedures to provide best in class customer service and problem resolution. They possess a high skill level in providing systems support and administration for web and database applications, network optimization, and expertise in systems performance monitoring. Graduates value communication, critical thinking and problem solving, scientific and information literacy, financial literacy, diversity awareness, and knowledge creation skills and the need to incorporate them in meaningful ways.

IN ADDITION TO ALL INFORMATION TECHNOLOGY MANAGEMENT ASSOCIATE'S DEGREE COURSES

GENERAL EDUCATION COURSES

LOWER DIVISION

English Composition (Required course)	4
ENC 1121 English Composition 2	

UPPER DIVISION

Humanities (Select 1 course)+	4
Math (Select 1 course)+	4
Natural Sciences (Select 2 courses)+	8
Social Sciences (Select 1 course)+	4

MAJOR AND CORE COURSES

UPPER DIVISION

CIS 3436C IT Security for Managers	3
CIS 4005C IT Operations Management	4
CIS 4189C Risk Management and Business Continuity	4
CIS 4264C Storage Management	3
CIS 4371C Operating Systems Design	3
CNT 3126 Advanced Networking	4
CNT 3229 Asset Management	3
CNT 3348 Infrastructure Hardware	4
CNT 3569 Support Management	4
CNT 3777 Virtualization	4
CNT 4016 Cloud Computing	4
CNT 4283 Enterprise Application Support	4
CNT 4361 Information Technology Management Capstone	2
CNT 4437 Service Management	4
CNT 4520 Systems Monitoring	4
ISM 3015 Management of Information Systems	4
ISM 3812 Project Management for IT	4
MAN 4240 Organizational Behavior Analysis	4

Total Bachelor's Degree Credits	
Lower Level General Education Credits	38
Upper Level General Education Credits	24
Lower Division Major and Core Credits	55
Upper Division Major and Core Credits	66

TOTAL DEGREE CREDITS 183

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

*Flex Choice Credit by Assessment courses available; see page 108 for details.

Students in the Information Technology Management, Information Security, and Graphic Design programs are eligible for specific industry certifications. The College will reimburse students to sit for one recommended certification, as well as up to two additional optional certifications. Reimbursements will be made only once per certification. Students are responsible for paying for any additional attempts.

INFORMATION SECURITY BACHELOR'S DEGREE

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

11-Week Quarters (5.5-Week Terms)

THIS PROGRAM VERSION IS NOT AVAILABLE IN ILLINOIS

Bachelor of Science Degree

CAREER OPPORTUNITIES:

- Network Security Analyst
- Security Consultant
- Information Security Analyst
- Computer Forensic Analyst

OBJECTIVE:

Graduates of this program will gain advanced knowledge in collecting and preparing evidence of cyber crimes. The curriculum emphasizes a comprehensive understanding of the forensic tools and techniques used to investigate and analyze network-related incidents and digital devices. Graduates will be exposed to ethical and professional information systems management security standards in security operations and administration, project management, and report writing. Graduates of this program will also be able to address current and future cyber security challenges, such as risk management and the collection and preservation of digital evidence, with a strong foundation of fundamental information systems management security principles. Graduates value communication, critical thinking and problem solving, scientific and information literacy, financial literacy, diversity awareness, and knowledge creation skills and the need to incorporate them in meaningful ways.

IN ADDITION TO ALL INFORMATION TECHNOLOGY MANAGEMENT ASSOCIATE'S DEGREE COURSES

GENERAL EDUCATION COURSES

UPPER DIVISION

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

MAJOR AND CORE COURSES

UPPER DIVISION

CIS 3140C	Advanced Cisco Network Security--CCNA	4
CIS 3209C	SSCP Certification Preparation	4
CIS 3257	Legal and Security Issues	4
CIS 3375C	Wireless, Mobile, and Cloud Security	3
CIS 3664	Security Strategies for Web Apps and Social Networking	3
CIS 4039	Auditing Information Technology Infrastructure	4
CIS 4137	Access Controls, Authentication, and PKI	4
CIS 4189C	Risk Management and Business Continuity	4
CIS 4215	Windows Security Strategies	4
CIS 4352	Linux Security Strategies	4
CIS 4362C	Network Security and Cryptography	3
CIS 4385C	Computer Forensics	3
CIS 4456	Hacker Techniques, Tools, and Applications	4
CIS 4581	ISS Capstone	3
CNT 3126	Advanced Networking	4
CNT 3777	Virtualization	4
CNT 3849C	Scripting - Shell Scripting/Python/Perl	4
CNT 4016	Cloud Computing	4

Total Bachelor's Degree Credits	36
Lower Level General Education Credits	24
Upper Level General Education Credits	24
Lower Level Major and Core Credits	55
Upper Level Major and Core Credits	67
TOTAL DEGREE CREDITS	182

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

⁺Flex Choice Credit by Assessment courses available; see page 108 for details.

Students in the Information Technology Management, Information Security, and Graphic Design programs are eligible for specific industry certifications. The College will reimburse students to sit for one recommended certification, as well as up to two additional optional certifications. Reimbursements will be made only once per certification. Students are responsible for paying for any additional attempts.

Consult footnote 1 on the Information Technology Management Associate's Degree page for students intending to continue into the Information Security BS program.

INFORMATION SECURITY BACHELOR'S DEGREE

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

11-Week Quarters (5.5-Week Terms)

THIS PROGRAM VERSION IS AVAILABLE IN ILLINOIS ONLY

Bachelor of Science Degree

CAREER OPPORTUNITIES:

- Network Security Analyst
- Security Consultant
- Information Security Analyst
- Computer Forensic Analyst

OBJECTIVE:

Graduates of this program will gain advanced knowledge in collecting and preparing evidence of cyber crimes. The curriculum emphasizes a comprehensive understanding of the forensic tools and techniques used to investigate and analyze network-related incidents and digital devices. Graduates will be exposed to ethical and professional information systems management security standards in security operations and administration, project management, and report writing. Graduates of this program will also be able to address current and future cyber security challenges, such as risk management and the collection and preservation of digital evidence, with a strong foundation of fundamental information systems management security principles. Graduates value communication, critical thinking and problem solving, scientific and information literacy, financial literacy, diversity awareness, and knowledge creation skills and the need to incorporate them in meaningful ways.

IN ADDITION TO ALL INFORMATION TECHNOLOGY MANAGEMENT ASSOCIATE'S DEGREE COURSES

GENERAL EDUCATION COURSES

LOWER DIVISION

English Composition (Required course)	4
ENC 1121 English Composition 2	

UPPER DIVISION

Humanities (Select 1 course) ⁺	4
Math (Select 1 course) ⁺	4
Natural Sciences (Select 2 courses) ⁺	8
Social Sciences (Select 1 course) ⁺	4

MAJOR AND CORE COURSES

UPPER DIVISION

CIS 3140C Advanced Cisco Network Security—CCNA	4
CIS 3209C SSCP Certification Preparation	4
CIS 3257 Legal and Security Issues	4
CIS 3375C Wireless, Mobile, and Cloud Security	3
CIS 3664 Security Strategies for Web Apps and Social Networking	3
CIS 4039 Auditing Information Technology Infrastructure	4
CIS 4137 Access Controls, Authentication, and PKI	4
CIS 4189C Risk Management and Business Continuity	4
CIS 4215 Windows Security Strategies	4
CIS 4352 Linux Security Strategies	4
CIS 4362C Network Security and Cryptography	3
CIS 4385C Computer Forensics	3
CIS 4456 Hacker Techniques, Tools, and Applications	4
CIS 4581 ISS Capstone	3
CNT 3126 Advanced Networking	4
CNT 3777 Virtualization	4
CNT 3849C Scripting – Shell Scripting/Python/Perl	4
CNT 4016 Cloud Computing	4

Total Bachelor's Degree Credits	
Lower Level General Education Credits	38
Upper Level General Education Credits	24
Lower Level Major and Core Credits	55
Upper Level Major and Core Credits	67

TOTAL DEGREE CREDITS 184

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

⁺Flex Choice Credit by Assessment courses available; see page 108 for details.

Students in the Information Technology Management, Information Security, and Graphic Design programs are eligible for specific industry certifications. The College will reimburse students to sit for one recommended certification, as well as up to two additional optional certifications. Reimbursements will be made only once per certification. Students are responsible for paying for any additional attempts.

Consult footnote 1 on the Information Technology Management Associate's Degree page for students intending to continue into the Information Security BS program.

SOFTWARE APPLICATION DEVELOPMENT

ASSOCIATE'S DEGREE

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

11-Week Quarters (5.5-Week Terms)

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

CAREER OPPORTUNITIES:

- Programmer Analyst
- Applications Developer
- Computer Systems Analyst
- Software Developer

OBJECTIVE:

Graduates of this program understand intermediate computer software and hardware concepts. They can develop and deploy computer applications, design digital and software architecture, and utilize quality assurance techniques to improve software performance. Graduates are also able to conceptualize and manage software design projects. Graduates value written and interpersonal communication, critical thinking and problem solving, information and financial literacy, and diversity awareness skills and their significance in academic and workplace situations.

DEVELOPMENTAL EDUCATION COURSES

B080	Reading and Writing Strategies	4
B087	Practical Math	4

Note: Illinois students take B095 Combined Basic and Intermediate Algebra instead of B087 Practical Math.

GENERAL EDUCATION COURSES

LOWER DIVISION

English Composition (Required course)	4
ENC 1101 English Composition	
Communication (Select 2 courses)+	8
Humanities (Select 3 courses)+	12
Math/Natural Sciences (*Required, select 1 additional course)+	13
*MAC 1106 Advanced Algebra+	
*STA 1625 Essential Statistics and Analytics+	
Social Sciences (Select 2 courses)+	8

MAJOR AND CORE COURSES

LOWER DIVISION

CDA 1028C Introduction to Software Architecture	3
CDA 1202 Foundations of Software Design	3
CIS 2983C Software Application Development Capstone	2
COP 1044C Introduction to Object-Oriented Programming	3
COP 1350C C++ Programming	4
COP 1532C Database Fundamentals for Programmers	3
COP 2268C Java Programming	3
COP 2350C Advanced C++ Programming	4
COP 2456C Microsoft C# Programming	3
COP 2570C Programming Data Structures	4
COP 2598C Secure Programming Techniques	4
COP 2664C Advanced Database Programming Techniques	3
E242 Career Development+	2
GEB 1011 Introduction to Business	4

Total Associate's Degree Credits

General Education Credits	45
Major and Core Credits	45

TOTAL DEGREE CREDITS 90

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

+Flex Choice Credit by Assessment courses available; see page 108 for details.

This program requires students to have reliable access to the Internet.

Developmental Education courses do not count toward total program credits, and are not calculated in GPA. Students must demonstrate mastery of the subject matter in Developmental Education courses through a Rasmussen College entrance placement exam, approved exemption based on previously completed coursework, or by successful completion of Developmental Education courses.

WEB PROGRAMMING ASSOCIATE'S DEGREE

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

11-Week Quarters (5.5-Week Terms)

Associate of Science Degree

CAREER OPPORTUNITIES:

- Programmer
- Developer
- Analyst

OBJECTIVE:

Graduates of this program understand how information systems are used in business and how technology and application development add value to the business process. Graduates know a variety of interactive tools, technologies, and development platforms to build robust web applications and user-friendly web interfaces. They possess a comprehensive skill set in multi-platform web programming, IT project management, and website creation. Graduates value the importance of effective written and interpersonal communication, critical thinking and problem solving, information and financial literacy, and diversity awareness skills and their significance in academic and workplace situations.

DEVELOPMENTAL EDUCATION COURSES

B080	Reading and Writing Strategies	4
B087	Practical Math	4

Note: Illinois students take B095 Combined Basic and Intermediate Algebra instead of B087 Practical Math.

GENERAL EDUCATION COURSES

LOWER DIVISION

English Composition (Required course)	4
ENC 1101 English Composition	
Communication (Select 2 courses)+	8
Humanities (Select 3 courses)+	12
Math/Natural Sciences (*Required courses, select 1 additional course)+	13
*MAC 1106 Advanced Algebra+	
*STA 1625 Essential Statistics and Analytics+	
Social Sciences (Select 2 courses)+	8

MAJOR AND CORE COURSES

LOWER DIVISION

CDA 1202 Foundations of Software Design	3
CDA 2520C Web Frameworks	3
CEN 1400 Mobile Application Development	3
CGS 1820C Introduction to HTML	3
CIS 2138C Windows Scripting	3
COP 1044C Introduction to Object-Oriented Programming	3
COP 1532C Database Fundamentals for Programmers	3
COP 2268C Java Programming	3
COP 2456C Microsoft C# Programming	3
COP 2598C Secure Programming Techniques	4
COP 2664C Advanced Database Programming Techniques	3
COP 2810C Database Driven Programming	3
COP 2890 Web Programming Capstone	
E242 Career Development+	2
GEB 1011 Introduction to Business	4

Total Associate's Degree Credits	
General Education Credits	45
Major and Core Credits	45
TOTAL DEGREE CREDITS	90

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

+Flex Choice Credit by Assessment courses available; see page 108 for details.

This program requires students to have reliable access to the Internet.

Developmental Education courses do not count toward total program credits, and are not calculated in GPA. Students must demonstrate mastery of the subject matter in Developmental Education courses through a Rasmussen College entrance placement exam, approved exemption based on previously completed coursework, or by successful completion of Developmental Education courses.

COMPUTER SCIENCE BACHELOR'S DEGREE

FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE

12-Week Quarters (6-Week Sessions)

Bachelor of Science Degree

CAREER OPPORTUNITIES:

- Software Developer
- Software Application Developer
- Mobile Developer
- Mobile Software Developer
- Mobile Software Engineer
- Cloud Application Engineer

OBJECTIVE:

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

ENTRANCE REQUIREMENTS:

This is a bachelor-completer program. To be considered for admission, students must hold a conferred associate's degree (see below) from an accredited institution as recognized by the U.S. Department of Education, or students must have successfully completed at least 90 quarter or 60 semester credits of college-level coursework with a grade of C or higher. Approved Conferred Degrees:

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

Prospective students without an associate's degree in the fields listed above will be considered with a conferred associate's degree or at least 90 quarter credits or 60 semester credits of college-level coursework completed with a grade of C or higher in each course that will be transferred. In addition, students must provide evidence of having successfully completed with a grade of C or higher: C++ Programming, Database Fundamentals for Programmers and Introduction to HTML, or course equivalents. Any student not transferring successfully completed C++ Programming, Database Fundamentals for Programmers and Introduction to HTML, or course equivalents, will be considered prequalified until these courses are completed within a regularly scheduled term at the regular non-AcceleratED tuition rate. Once the program pre-qualification requirements are met, the student will be accepted into the Computer Science Bachelor's degree program.

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

COMPUTER REQUIREMENTS:

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

- 3.2+ GHz Intel Dual Core i5 or faster CPU (AMD equivalent)
- Windows®8 (OS provided license through Microsoft® DreamSpark™)
- 8 GB of RAM (12 GB – 16 GB recommended)
- 500 GB HDD (1 TB recommended)

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

- 2.6 GHz dual-core Intel Core i5
- OS X Yosemite
- 8 GB of RAM (12 GB – 16 GB recommended)
- 500 GB HDD (1 TB recommended)
- Able to run Microsoft Windows® within a virtual machine environment (e.g. VMware Fusion, Parallels, VirtualBox)

GENERAL EDUCATION COURSES

UPPER DIVISION

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

MAJOR AND CORE COURSES

UPPER DIVISION

CDA 3315C	Fundamentals of Enterprise Architecture	4
CDA 3428C	Fundamentals of Distributed Application Architecture	4
CIS 3801C	Fundamentals of Mobile Web Application Development	4
CIS 3917C	Fundamentals of Distributed Database Management	4
CIS 4655C	Advanced Mobile Web Application Development	4
CIS 4793C	Database Implementation Strategies for Programmers	4
CIS 4836C	Web Analytics	4
CIS 4910C	Computer Science Capstone	3
CTS 3265C	Introduction to Business Intelligence	4
CTS 3302C	Fundamentals of Cloud Computing	4
CTS 4557	Emerging Trends in Technology	3
CTS 4623C	Advanced Cloud Computing Technologies	4
GEB 3422	Business Project Management	4
MAN 3504	Operations Management	4

SELECT ONE SPECIALIZATION:

Apple iOS App Development Specialization		
COP 3362C	Apple iOS Programming I	4
COP 4309C	Apple iOS Programming II	4
COP 4683C	Apple iOS Cloud Integration	4
Universal Windows App Development Specialization		
COP 3488C	Universal Windows Applications Programming I	4
COP 4474C	Universal Windows Applications Programming II	4
COP 4777C	Universal Windows Applications Cloud Integration	4

Total Bachelor's Degree Credits	
Transferred Lower Division Credits	90
Upper Division General Education Credits	24
Upper Division Major and Core Credits	66

TOTAL DEGREE CREDITS **180**

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

+Flex Choice Credit by Assessment courses available; see page 108 for details.

GENERAL EDUCATION COURSE SELECTIONS

GENERAL EDUCATION COURSE SELECTIONS

11-Week Quarters (5.5-Week Terms)

ALL PROGRAMS

(Except Practical Nursing Diploma, and Professional Nursing Associate's Degree)

LOWER DIVISION

English Composition⁺

ENC 1101	English Composition ⁺³	4
ENC 1121	English Composition 2 ⁴	4

Communication⁺

COM 1002	Introduction to Communication	4
COM 1388	Communicating in Your Profession	4
COM 1865	Locating and Evaluating Information ¹	2
ENC 1121	English Composition 2 ⁴	4
SPC 2017	Oral Communication ⁺	4

Humanities⁺

ART 1204	Art Appreciation	4
CRW 2001	Creative Writing	4
FIL 2000	Film Appreciation	4
HUM 2023	Humanities	4
LIT 2000	Introduction to Literature	4
PHI 1520	Ethics Around the Globe	4
PHI 2103	Introduction to Critical Thinking	4
SPN 271	Conversational Spanish	4

Natural Sciences⁺

AST 2002	Introduction to Astronomy	4
BSC 1548	Human Biology ¹	4
BSC 1548L	Human Biology Lab ¹	2
BSC 2145	Introduction to Human Biology ⁺	4
GLY 1000	Introduction to Geology	4
PHA 1500	Structure and Function of the Human Body	4

Math⁺

MAC 1106	Advanced Algebra ^{1,+}	5
MAT 1222	Algebra ⁺	4
MAT 1402	General Education Mathematics ⁺	4
MGF 1100	Quantitative Literacy	4
STA 1625	Essential Statistics and Analytics ⁺	4

Social Sciences⁺

AMH 2030	United States History: 1900 to the Present	4
ECO 1000	Principles of Economics	4
ECO 2013	Macroeconomics ⁺	4
ECO 2023	Microeconomics ⁺	4
GEA 1000	Human Geography	4
PSY 1012	General Psychology ⁺	4
PSY 2420	Abnormal Psychology	4
SYG 1000	Introduction to Sociology ⁺	4

UPPER DIVISION

Communication⁺

COM 3255	Coding as Language	4
ENC 3311	Advanced Composition	4
MMC 3407	Visual Communication in the Media ⁺	4

Humanities⁺

ART 3477	Art in the World and the Workplace ⁺	4
LIT 3382	Modern World Literature	4
PHY 4060	Understanding Ourselves Through Physics ⁺	4
POT 4001	Political Thought	4
WST 4350	Gender in Math and Science	4

Math/Natural Sciences⁺

EVR 3410	Human Uses of the Environment	4
MAT 3172	The Mathematics of Games ⁺	4
STA 3140	Advanced Statistics and Analytics ^{1,2}	4
STA 3215	Inferential Statistics and Analytics ²	4

Social Sciences⁺

AMH 3304	Visions of America Since 1945	4
CPO 4003	Comparative Politics	4
ECO 3250	Managerial Economics	4
PSY 3738	The Psychology of Social Media ⁺	4
REL 3131	American Religious History	4
REL 3308	Contemporary World Religions	4
SYG 4119	Sociology in a Digital World ⁺	4

See specific course requirements on program pages.

PRACTICAL NURSING DIPLOMA AND PROFESSIONAL NURSING ASSOCIATE'S DEGREE PROGRAMS

English Composition⁺

ENC 1101	English Composition ⁺	4
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Communication⁺

COM 1002	Introduction to Communication ⁺	4
COM 1388	Communicating in Your Profession	4
ENC 1121	English Composition 2	4
SPC 2017	Oral Communication	4

Humanities⁺

ART 1204	Art Appreciation ⁺	4
CRW 2001	Creative Writing	4
FIL 2000	Film Appreciation	4
HUM 2023	Humanities ⁺	4
LIT 2000	Introduction to Literature	4
PHI 1520	Ethics Around the Globe	4
PHI 2103	Introduction to Critical Thinking	4
SPN 271	Conversational Spanish	4

Natural Sciences⁺

BSC 2346	Human Anatomy and Physiology I	5
BSC 2347	Human Anatomy and Physiology II	5
MCB 2289	Introduction to Microbiology	5
PHA 1500	Structure and Function of the Human Body	4

Math⁺

MAT 1222	Algebra ⁺	4
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Social Sciences⁺

DEP 2004	Human Growth and Development	4
PSY 1012	General Psychology ⁺	4

See specific course requirements on program pages.

⁺Flex Choice Credit by Assessment courses available; see page 108 for details.

The "+" symbol following a course title indicates that there is an equivalent Credit by Assessment option specifically for this course. The "+" symbol appearing after a General Education category heading indicates that there is at least one Credit by Assessment option available to fulfill an elective within this category.

¹ This course is not eligible for selection as a general education elective. This course may be a required General Education course in some programs (see program pages for details).² Students may not take both Advanced Statistics and Analytics and Inferential Statistics and Analytics.³ The Flex Choice Credit by Assessment option for English Composition is only available to students in designated programs, and is not available as an elective choice. See the program pages for details.⁴ English Composition 2 is an English Composition category course in Illinois only. It is a Communication category course in all other states.

GENERAL EDUCATION COURSE SELECTIONS

GENERAL EDUCATION COURSE SELECTIONS

12-Week Quarters (6-Week Sessions)

UPPER DIVISION

Communication⁺MMC 3407 Visual Communication in the Media⁺ 4Humanities⁺AML 4680 Literature of American Minorities⁺ 4ART 3477 Art in the World and the Workplace⁺ 4PHY 4060 Understanding Ourselves Through Physics⁺ 4POT 4001 Political Thought⁺ 4Math/Natural Sciences⁺

EVR 3410 Human Uses of the Environment 4

MAT 3172 The Mathematics of Games⁺ 4STA 3215 Inferential Statistics and Analytics¹ 4Social Sciences⁺

AMH 3304 Visions of America Since 1945 4

CPO 4003 Comparative Politics 4

ECO 3250 Managerial Economics 4

PSY 3738 The Psychology of Social Media⁺ 4SYG 4119 Sociology in a Digital World⁺ 4

See specific course requirements on program pages.

GENERAL EDUCATION REQUIREMENTS FOR RASMUSSEN COLLEGE

Bachelor's degree candidates must successfully complete at least twenty-four (24) upper-division General Education credits beyond the lower-division credits required in an associate's degree (see program page for specific requirements). Upper-division courses have course numbers in the 3000s and 4000s, and lower-level courses have course numbers in the 1000s and 2000s. Bachelor's degree upper-division General Education credits should be distributed across the following categories: Communication, Humanities, Math/Natural Sciences, and Social Sciences.

Associate's degree candidates must successfully complete at least thirty-two (32) credits of General Education coursework distributed across the following categories: English Composition, Communication, Humanities, Math/Natural Sciences, and Social Sciences (see program page for specific requirements).

Diploma programs include General Education courses as designated by program. Certificate programs may not include General Education courses because they are career focused. Developmental Education courses do not count toward General Education requirements (or major and core requirements) in any program.

GENERAL EDUCATION PHILOSOPHY

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

GENERAL EDUCATION COURSE CATEGORIES

In the areas of English Composition and Communication, students will demonstrate understanding of basic rhetorical strategies including audience, purpose, thesis statements, effective organization, and/or the use of adequate and relevant evidence.

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

In the area of Math and Natural Sciences, students will demonstrate understanding of the notation and terminology used in mathematics; the effect that such calculations accomplish; the difference between the valid and invalid use of data and statistics; the fundamental scientific processes, theories, facts, concepts, and principles; the difference between facts and opinions; and/or the steps of the scientific method.

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

⁺Flex Choice Credit by Assessment courses available; see page 108 for details.

The "+" symbol following a course title indicates that there is an equivalent Credit by Assessment option specifically for this course. The "+" symbol appearing after a General Education category heading indicates that there is at least one Credit by Assessment option available to fulfill an elective within this category.

¹ Students may not take both Advanced Statistics and Analytics and Inferential Statistics and Analytics.

COURSE DESCRIPTIONS

Florida's Statewide Course Numbering System

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

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

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

Example of Course Identifier

Prefix	Level Code (first digit)	Century Digit (second digit)	Decade Digit (third digit)	Unit Digit (fourth digit)	Lab Code
ENC	1	1	0	1	
English Laboratory Composition in	Lower (Freshman) Level at this institution	Freshman Composition	Freshman Composition Skills	Freshman Composition Skills I	No component in this course

General Rule for Course Equivalencies

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

For example, a freshman composition skills course is offered by 84 different public and nonpublic postsecondary institutions. Each institution uses "ENC_101" to identify its freshman composition skills course. The level code is the first digit and represents the year in which students normally take the course at a specific institution. In the SCNS taxonomy, "ENC" means "English Composition," the century digit "1" represents "Freshman Composition," the decade digit "0" represents "Freshman Composition Skills," and the unit digit "1" represents "Freshman Composition Skills I."

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

Transfer of any successfully completed course from one participating institution to another is guaranteed in cases where the course to be transferred is equivalent to one offered by the receiving institution. Equivalencies are established by the same prefix and last three digits and comparable faculty credentials at both institutions. For example, ENC 1101 is offered at a community college. The same course is offered at a state university as ENC 2101. A student who has successfully completed ENC 1101 at a Florida College System institution is guaranteed to receive transfer credit for ENC 2101 at the state university if the student transfers. The student cannot be required to take ENC 2101 again since ENC 1101 is equivalent to ENC 2101. Transfer credit must be awarded for successfully completed equivalent courses and used by the receiving institution to determine satisfaction of requirements by transfer students on the same basis as credit awarded to the native students. It is the prerogative of the receiving institution, however, to offer transfer credit for courses successfully completed that have not been designated as equivalent. NOTE: Credit generated at institutions on the quarter-term system may not transfer the equivalent number of credits to institutions on the semester-term system. For example, 4.0 quarter hours often transfers as 2.67 semester hours.

The Course Prefix

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

Authority for Acceptance of Equivalent Courses

Section 1007.24(7), Florida Statutes, states: Any student who transfers among postsecondary institutions that are fully accredited by a regional or national accrediting agency recognized by the United States Department of Education and that participate in the statewide course numbering system shall be awarded credit by the receiving institution for courses satisfactorily completed by the student at the previous institutions. Credit shall be awarded if the courses are judged by the appropriate statewide course numbering system faculty committees representing school districts, public postsecondary educational institutions, and participating nonpublic postsecondary educational institutions to be academically equivalent to courses offered at the receiving institution, including equivalency of faculty credentials, regardless of the public or nonpublic control of the previous institution. The Department of Education shall ensure that credits to be accepted by a receiving institution are generated in courses for which the faculty possess credentials that are comparable to those required by the accrediting association of the receiving institution. The award of credit may be limited to courses that are entered in the statewide course numbering system. Credits awarded pursuant to this subsection shall satisfy institutional requirements on the same basis as credits awarded to native students.

Exceptions to the General Rule for Equivalency

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

- Courses not offered by the receiving institution.
- For courses at non-regionally accredited institutions, courses offered prior to the established transfer date of the course in question.
- Courses in the _900-999 series are not automatically transferable, and must be evaluated individually. These include such courses as Special Topics, Internships, Apprenticeships, Practica, Study Abroad, Theses, and Dissertations.
- Applied academics for adult education courses.
- Graduate courses.
- Internships, apprenticeships, practica, clinical experiences, and study abroad courses with numbers other than those ranging from 900-999.
- Applied courses in the performing arts (Art, Dance, Interior Design, Music, and Theatre) and skills courses in Criminal Justice (academy certificate courses) are not guaranteed as transferable. These courses need evidence of achievement (e.g., portfolio, audition, interview, etc.).

Courses at Non-Regionally Accredited Institutions

The SCNS makes available on its home page (scns.fldoe.org) a report entitled "Courses at Nonregionally Accredited Institutions" that contains a comprehensive listing of all nonpublic institution courses in the SCNS inventory, as well as each course's transfer level and transfer effective date. This report is updated monthly.

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

Rasmussen College Course Numbering System

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

IMT 151 Introduction to Medical Theories and Techniques

The first three characters of the code are an alphabetic acronym representing the title of the course.

In the example, "IMT" represents "Introduction to Medical Theories and Techniques."

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

"1" designates courses generally offered during the student's first year of study.

"2" designates courses generally offered during the student's second year of study.

In the example, the first digit, "1," indicates that this course is generally offered during the first year of the program.

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

"1" represents Business courses.

"2" represents Accounting courses.

"3" represents Computer Science courses.

"4" represents Management courses.

"5" represents Medical courses.

"6" (not currently used)

"7" represents General Education courses.

"8" (not currently used)

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

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

"1" indicates that the course is the first course within a group or series.

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

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

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 individual student's ability to attain the necessary competencies may influence the number of clock hours necessary to complete an individual course.

Program Length

A Rasmussen College student is considered full-time when he or she is taking 12 or more credits per quarter. While a student is considered part-time when the student is taking less than 12 credits per quarter, a part-time student typically takes an average of 8 credits per quarter. To calculate program length, the College divides the total program credits by 12 for full-time students and 8 credits for part-time students.

Credit Definition

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

Clock Hour - Equal to 50 minutes of instruction.

Prerequisites and Corequisites

In order to take a course that lists a prerequisite, the student must have previously received a passing grade in the prerequisite course. A course that lists a corequisite must be taken concurrently with the corequisite course. A course listed as a pre- or corequisite must be either previously completed with a passing grade or taken concurrently with the course listing the pre- or corequisite. Prerequisites and corequisites may be waived in unusual circumstances only with the approval of the Department Chair or Department Dean.

**ACG 1022 Financial Accounting I
40 hours, 4 credits**

This course defines accounting objectives and their relation to business. The student will be taught the fundamental principles of bookkeeping. The trial balance, working papers, financial statements, and completing an accounting cycle are introduced. The course will emphasize valuing assets, including property, plant and equipment, inventory, and accounts receivable, and will address the classification of accounts, notes, payroll liabilities, and monthly adjustments.

Prerequisite: None

**ACG 1033 Financial Accounting II
40 hours, 4 credits**

This course is a further continuation of Financial Accounting I and will stress financial statement analysis for partnerships and corporations. It will also emphasize corporate accounting, corporate issuing and investing in debt and equity securities, financial and cash-flow analysis, and decision making. The course will include manufacturing accounting methods used for budgeting and forecasting.

Prerequisite: Financial Accounting I

**ACG 2062C 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: Financial Accounting I

**ACG 2209 Principles of Financial Accounting
for Managers
40 hours, 4 credits**

This course introduces financial accounting concepts as they relate to decision making by business managers. A comprehensive study of the financial statements is the main focus as well as statement analysis, earnings quality, ethical presentation, and internal controls of business functions. Students will also have the opportunity to prepare a master budget with individual budget components for a manufacturer.

Prerequisite: None

**ACG 2680 Financial Investigation
40 hours, 4 credits**

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

Prerequisite: Financial Accounting II

**ACG 2930 Accounting Capstone
20 hours, 2 credits**

This course will be a synthesis of the accounting, business, and General Education courses offered in the Accounting Associate's Degree program. A study of emerging issues and timely topics in financial accounting, professional ethics, and transferable skills necessary for the success of an accounting graduate, and accounting careers will be discussed. This course focuses on research, case analysis, and interpersonal communication and class presentations.

Prerequisite: Expected to be the final lower-level core course completed

**ACG 3080 Managerial Accounting
Theory and Practice
40 hours, 4 credits**

This course provides a survey of the theory and application of managerial accounting principles. Topics include cost behaviors, production costing methods, data processing, economic analysis, budgeting, and management and financial control.

Prerequisite: Financial Accounting II

**ACG 3085 Advanced Auditing
Concepts and Standards
40 hours, 4 credits**

This course includes a study of auditing standards and procedures and an integration of professional ethics within the accounting discipline. Emphasis is placed on analytical thinking, evaluation of business risks, and internal control practices and a thorough study of Sarbanes Oxley and other relevant laws and regulations as they relate to publicly traded companies.

Prerequisite: Financial Accounting II

**ACG 3205 Risk Management for Accountants
40 hours, 4 credits**

This course will cover topics such as culture and appetite, risk categorization, risk strategy, risk evaluation, enterprise risk management, audit functions, treatment, reporting, and decision making.

Prerequisites: Advanced Auditing Concepts and Standards; Managerial Accounting Theory and Practice

**ACG 3246 Intermediate Financial Accounting I
40 Hours, 4 Credits**

Intermediate Financial Accounting provides an overview of the accounting conceptual framework and accounting principles. It places a focus on accounting issues related to revenue, expenses, inventory, receivables, and tangible and intangible assets. Students will be able to prepare and present income statement and asset information to internal and external stakeholders using generally accepted accounting principles.

Prerequisites: None

**ACG 3256 Intermediate Financial Accounting II
40 Hours, 4 Credits**

This course is a continuation of Intermediate Financial Accounting I and focuses on the liability and equity side of the balance sheet. The course also explores issues related to revenue recognition and the complex reporting involved with the statement of cash flows. Students will also have opportunities to construct and analyze components of financial statements.

Prerequisite: (Suggested, not required) Intermediate Financial Accounting I

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

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

Prerequisite: None

**ACG 3481 Cost Accounting
40 Hours, 4 Credits**

This course provides a survey of the theory and application of cost accounting principles. Topics include cost behaviors, production costing methods, data processing, economic analysis, budgeting, and management and financial control. Topics include how to identify, measure, and accumulate direct and indirect costs, how to apply manufacturing overhead, introduction to job costing systems, budgeting, cost-volume profit relationships, and relevant costing.

Prerequisite: None

**ACG 3501 Governmental and
Not-for-Profit Accounting
40 hours, 4 credits**

This course is a study of accounting principles as they apply to governmental organizations and not-for-profit entities.

Prerequisite: Financial Accounting II

**ACG 4020 Advanced Financial Accounting
40 hours, 4 credits**

This course focuses on the importance of the operational functions in organizations today to include business combinations and the related financial accounting transactions necessary, segment reporting, output planning, international transaction accounting, foreign currency transactions, inventory control, scheduling, and quality control. An interweaving emphasis will be placed on quality and its impact in securing a strategic advantage for manufacturing and service entities.

Prerequisite: Intermediate Financial Reporting II

**ACG 4180 Financial Statement Analysis
40 hours, 4 credits**

This course introduces the student to the study of financial statement analysis including interpreting and analyzing accounting data and examining financial statements.

Prerequisite: Financial Accounting II

**ACG 4250 International Accounting
40 hours, 4 credits**

This course includes a study of the international dimension of financial reporting and analysis. It provides students with an overview of the accounting practices of multinational enterprises and the preparation and presentation of financial statements in different nations. Topics covered include international corporate taxation, transfer pricing, foreign currency translation, financial disclosure, and international accounting harmonization.

Prerequisite: Advanced Financial Accounting

**ACG 4402 Accounting Information Systems
40 hours, 4 credits**

An advanced course that further develops an understanding of the elements, relationships, and issues associated with manual and computerized accounting information systems. Practical application using spreadsheets, databases, and general ledger software.

Prerequisite: None

**ACG 4450 Accounting Research
Methods and Techniques
40 hours, 4 credits**

In this course students learn accounting research tools and processes, how to conduct accounting research, and how to apply findings and results to solve business problems.

Prerequisites: Advanced Auditing Concepts and Standards; Taxation of Individuals; Intermediate Financial Reporting III

**ACG 4507 Accounting Fraud Investigation
40 hours, 4 credits**

This course is a study of the internal audit principles, practices, and control evaluations that are utilized to ensure accountability, responsibility and ethical operations within an organization.

Prerequisite: Advanced Auditing Concepts and Standards

**ACG 4619 Corporate and
International Accounting
40 Hours, 4 Credits**

Corporate and International Accounting builds on intermediate financial reporting concepts and explores advanced financial principles, processes, and procedures related to interim and segment reporting, leases and taxes.

The development and challenges concerning international accounting standards is also studied. Further, this course focuses on mergers and acquisitions and foreign currency translations as they relate to corporate reporting and financial decision making.

Prerequisite: Intermediate Financial Accounting I; Intermediate Financial Accounting II

COURSE DESCRIPTIONS

ACG 4724 Career Planning for Professionals
30 Hours, 3 Credits

This course is the study of career planning for professionals. It places focus on planning for your career after your degree. Topics covered will be interviewing, setting career goals and objectives, options for professional certification, and continuing education. This course will prepare students for choosing what path is best for them to take after graduation and how to navigate that path.

Prerequisite: None

ACG 4880 Accounting Internship
70 Hours, 3 Credits**ACG 4880 Lecture (10 hours, 1 credit)****ACG 4880LL Internship (60 hours, 2 credits)**

Students will complete an internship within an Accounting/Finance discipline with their current employer or a Rasmussen corporate/business partner. The College will guide students in the process of finding an appropriate employer and internship opportunity. The internship will integrate prior coursework into a comprehensive understanding of the Accounting discipline and provide students with hands-on learning opportunities and professional experience. During the internship, the student will shadow an employer mentor, complete a project(s), and complete academic assignments including reflective papers based on the internship and the student's experience.

Prerequisite: Expected to be the final upper-level core course completed

ACG 4885 Bachelor's Accounting Capstone
30 Hours, 3 Credits

This course will be a synthesis of the accounting, business, and General Education courses offered in the Accounting BS 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. This course focuses on research, case analysis, interpersonal communication and class presentation.

Prerequisite: Expected to be the final upper-level core course completed

ACG 4931 Accounting Capstone II
40 hours, 4 credits

This course will be a synthesis of the accounting, business, and General Education courses offered in the Accounting BS Degree Program. A study of emerging issues and timely topics in financial accounting, professional ethics, and transferable skills necessary for the success of an accounting graduate, and accounting careers will be discussed. This course focuses on research, case analysis, interpersonal communication and class presentation.

Prerequisite: Expected to be the final upper-level core course completed

AMH 2030 United States History: 1900 to the Present
40 hours, 4 credits

This course provides an overview of the history of the United States from the 20th century to the present day. The political, social, and economic aspects of this time will be explored amid a variety of human cultures, values, and perspectives within the United States.

Prerequisite: None

AMH 3304 Visions of America Since 1945
40 hours, 4 credits

Since the end of World War II, popular culture has become an especially significant aspect of American history and an important element in many of our lives. Consequently, this course will explore the ways in which popular culture has represented and mediated conflicts and tensions post-World War II. Through this lens, issues of gender and family relationships, as well as class and racial politics, will be discussed. The dual role of television as a reflective and manipulative force in the new suburban family and the role Hollywood films played in the popular culture will be examined.

Prerequisite: None

AML 3041 American Literature
40 hours, 4 credits

This course surveys authors, genres, and movements in American literature from 1865 to the present, including representative works of realism, naturalism, modernism, and post-modernism/post-structuralism. Students will engage in critical readings of exemplary literary texts from a diverse group of authors that have influenced American literature since the Civil War. Students will analyze how these works of literature exemplify particular historical moments in U.S. history, as well as how they communicate pertinent cultural issues such as gender, race, ethnicity, class, religion, sexual identity, community, region, and nation. In their study of the broad range of American fiction, poetry, and drama since 1865, students will analyze literary, aesthetic, and critical developments.

Prerequisites: English Composition; Introduction to Literature

AML 4680 Literature of American Minorities
40 hours, 4 credits

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

Prerequisite: English Composition

APA 1500 Payroll Accounting
40 hours, 4 credits.

Focus is on computing and paying of wages and salaries, social security taxes and benefits, federal and state employment insurance and taxes, and payroll accounting systems and records.

Prerequisite: Financial Accounting I

ART 1204 Art Appreciation
40 hours, 4 credits

Students will examine the historical, social, and technological factors that contribute to understanding the function and meaning of art in this course. Using a global and thematic approach, students will be introduced to the basic elements of art, while learning about a full range of media used to make art, and the fundamental concepts of art criticism. Western and non-Western art is represented, with a strong emphasis on a global perspective in relation to culture, communication, politics, and economics.

Prerequisite: None

ART 3477 Art in the World and the Workplace
40 hours, 4 credits

The course explores the roles of music, poetry, prose, and visual art in our modern workplace and home lives. Topics include the benefits of art in the home, community, and workplace. These include creativity, focus, happiness, networking opportunities, curiosity, idea-generation, reduction of stress, and increase of morale. The course is an historical perspective of the role and application of art, up to and including the 21st century.

Prerequisites: None

AST 2002 Introduction to Astronomy
40 hours, 4 credits

Examines astronomical phenomena and concepts, including the solar system, stars and galaxies, planetary motions, atoms and radiation and the origin and evolution of the universe.

Prerequisite: None

B080 Reading and Writing Strategies
40 hours, 4 credits

This course develops students' reading and writing skills in preparation for college-level coursework. Through review of grammar, punctuation, and the writing process, students will enhance their ability to compose sentences, paragraphs, and short essays. The study of active reading strategies will provide students with the tools necessary for comprehending collegiate-level texts. This course is taught in six-week sessions.

Prerequisite: Placement determined by Rasmussen College entrance placement exam score.

B087 Practical Math
40 hours, 4 credits

Mathematics is learned through communication. In this course, students will learn to communicate how problems are solved and how solving problems can be applied in real-world settings. Students will have opportunities to learn multiple problem solving strategies. This course also provides practice and skill problems. This course is taught in six-week sessions.

Prerequisite: Placement determined by Rasmussen College entrance placement exam score.

B095 Combined Basic and Intermediate Algebra
40 hours, 4 credits

This course is designed to be a combination of basic and intermediate algebra. Students must earn a grade of "C" or better in order to progress to General Education-level mathematics courses.

Prerequisite: Placement determined by Rasmussen College entrance placement exam score.

BMS 1550 Patient Care Skills I
40 hours, 3 credits**BMS 1550 Lecture (20 hours, 2 credits)****BMS 1550L Lab (20 hours, 1 credit)**

This course introduces the student to the role of the patient care technician in healthcare. The student is introduced to the patient care process, therapeutic communication, and universal precautions. Students will develop the skills to provide comfort, safety, and security for patients. Topics include patient care health promotion techniques, patient rights, and legal issues related to the management of medical information and documentation.

Prerequisites: None

BMS 2550 Patient Care Skills II
70 hours, 5 credits**BMS 2550 Lecture (30 hours, 2 credits)****BMS 2550L Lab (40 hours, 3 credits)**

In this course students will apply patient care technician techniques and develop skills for data collection and interpretation as they relate to mobility and patient care needs. Students will also apply therapeutic communication techniques and learn how to protect patient rights while communicating with various healthcare teams and patient advocates.

Prerequisites: Patient Care Skills I

BSC 1548 Human Biology
40 hours, 4 credits

This course provides students with a comprehensive understanding of the structure and function of the human body with added applications of health and disease. Students will learn basic concepts of biochemistry, cells, body systems, and genetics. Students will examine the impact of human growth and development on society, the environment, and the promotion of the advancement of biotechnology.

Co-requisite: Human Biology Lab

BSC 1548L Human Biology Lab
40 hours, 2 credits

This lab course is intended to be a co-requisite with the Human Biology class. The laboratory course applies a practical approach to understanding the structural and functional aspects of the human body. Students will learn the basic concepts of biochemistry, cells, body systems, and genetics as they relate to human growth and development and human impact on the environment.

Co-requisite: Human Biology

BSC 2346 Human Anatomy and Physiology I
60 hours, 5 credits**BSC 2346 Lecture (40 hours, 4 credits)****BSC2346L Lab (20 hours, 1 credit)**

In this course students will begin their study of the structure and function of the human body. They will examine topics including basic chemistry and cell biology, tissues, and the integumentary, skeletal, muscular, nervous, sensory, and endocrine systems of the body, and will learn medical terminology. Students will complete laboratory exercises coordinated with course content and including microscopic observation, experimentation, study of anatomical models, and dissection activities.

Pre- or co-requisite: Structure and Function of the Human Body

BSC 2347 Human Anatomy and Physiology II
60 hours, 5 credits**BSC 2347 Lecture (40 hours, 4 credits)****BSC 2347L Lab (20 hours, 1 credit)**

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

Prerequisite: Human Anatomy and Physiology I

BUL 2241 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, commercial paper, property, bailments, agency and business organizations are addressed.

Prerequisite: None

BUL 3247 Business Law II
40 hours, 4 credits

This course is a continuation of the study of fundamentals of law. This includes study of the types of business organizations, property laws, wills, trusts, estate planning, bankruptcy, creditor and debtor relationships, commercial paper, securities regulation contracts, and other areas of business law.

Prerequisite: Business Law

COURSE DESCRIPTIONS

BUL 3266 Business Law and Finance
40 hours, 4 credits

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

Prerequisite: None

BUL 4060 Business Law and Ethical Behavior
30 hours, 3 credits

This course reviews fundamental principles of law applicable to business transactions, and provides an overview of ethical concerns that arise in the world of business. Students will apply the basic principles of contract law, partnerships, and agency relationships to business activities. Public and private law are addressed. Critical thinking and ethical analysis are key areas of focus throughout the course.

Prerequisite: None

BUL 4388 Business Law and Ethics
40 hours, 4 credits

This course reviews fundamental principles of law applicable to business transactions, and provides overview of the current moral and ethical issues that arise in the world of business. Students will examine the law, legal system, and ethics and how they apply to the business world and business transactions. Public and private law are addressed. Critical thinking and ethical analysis are key areas of focus throughout the course.

Prerequisite: None

CCJ 1000 Introduction to Criminal Justice
40 hours, 4 credits

An introductory course designed to provide students with a general foundation of knowledge in the criminal justice field. Course participants will explore the different parts of the criminal justice system, their interrelationships, and the role of each in the criminal justice process. Students will examine the historical basis for the contemporary American legal system, policing styles and the evolution of crime prevention, the structure of the judicial system and its professional participants from pre-sentencing through post-conviction, corrections strategies for criminal offenders, and special considerations for juveniles in the criminal justice system.

Prerequisite: None

CCJ 1153 Criminology: Motives for Criminal Deviance
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: None

CCJ 1382 Field Communications in Criminal Justice
20 hours, 2 credits

This course emphasizes the skills of both oral and written communication with emphasis on writing formats used by justice professionals. Students will acquire the skills necessary to effectively communicate within diverse communities.

Prerequisite: Introduction to Criminal Justice

CCJ 2170 Practical Psychology for the Criminal Justice Professional
40 hours, 4 credits

Students will examine how principles of psychology relate to the field of criminal justice. They will explore fundamental concepts from a criminal justice perspective, focusing on the real-world effects these principles produce on criminal justice professionals, 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 coping methods. They will review the immediate and long-term physiological and psychological effects of stress, trauma, and occupational experiences unique to the profession.

Prerequisites: General Psychology; Introduction to Criminal Justice

CCJ 2685 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; legal responses; the role of the police; when law enforcement responds; recognizing child abuse; recognizing elder abuse; associated crimes and stalking and domestic homicide.

Prerequisite: Introduction to Criminal Justice

CCJ 2930 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 technology in different fields within the criminal justice system is discussed along with insights from accomplished scholars of what the near 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, social, and political ramifications expected. This course includes 10 hours of field experience.

Prerequisite: Introduction to Criminal Justice; Expected to be the final lower-level core course completed

CCJ 3164 Criminal Behavior: Profiling Violent Offenders
40 hours, 4 credits

This course will examine serial behavior by crime type and criminal profile. Crimes such as stalking, arson, murder, and sexual assault will be examined through case files to enhance investigative methods. Students will analyze psychological profiles and behavior patterns.

Prerequisite: None

CCJ 3667 Victims in Criminal Justice
40 hours, 4 credits

This course explores the importance of the victim in the criminal justice system's process. The victim's role in the criminal justice process, and movements and legislation regarding victims' impact on judicial proceedings are examined. A variety of crimes and types of victims are explored.

Prerequisite: None

CCJ 3678 Cultural Diversity and Justice
40 hours, 4 credits

This course will examine the true picture and statistics of minority representation at every point in the criminal justice process, from point of contact with the police to incarceration and the death penalty. The course includes a comprehensive examination of unbiased racial and ethnic theories, and research and practice of behavior and victimization affecting the criminal justice system.

Prerequisite: None

CCJ 3700 Research Methods in Criminal Justice
40 hours, 4 credits

This course will explore the basic steps of conducting research. Students will explore the nature of research and the research techniques specific to the criminal justice field. Students will become familiar with research terminology and the ethics involved in various research designs. To complete the course, students will design and simulate their own research project.

Prerequisite: Inferential Statistics and Analytics

CCJ 4015 Values-Based Leadership in Criminal Justice
40 hours, 4 credits

This course will address some unique ethical challenges that leaders in criminal justice and related fields may confront. Topics of discussion and evaluation include delegation and abdication of duties; use of power, manipulation, and influence; discretion and responsibility to act; and the role of personal character in service professions.

Prerequisite: None

CCJ 4279 Criminal Justice Senior Thesis
40 hours, 4 credits

Students will apply their knowledge of criminal justice issues and social research methodology by completing a research project on an approved thesis proposal. Students will design and carry out a research study, collect and analyze resulting data, and integrate their research and findings into a formal thesis.

Prerequisite: Criminal Justice Seminar; Expected to be the final upper-level core course completed

CCJ 4450 Criminal Justice Leadership and Management
40 hours, 4 credits

This course will familiarize students with common management theory and practice in criminal justice organizations. The application of management techniques to all areas of criminal justice will be explored, along with leadership and administration techniques and issues particular to criminal justice. Organizational philosophy, visioning, planning, and goal development will be examined.

Prerequisite: None

CCJ 4528 Fundamentals of CJ Supervision: What CJ Leaders Need to Know
40 hours, 4 credits

This course will examine important issues for leaders in every area of criminal justice, such as budgeting and funding sources in public service agencies; personnel recruitment, selection, hiring, and promotion; employee motivation, conflict, coaching, and discipline.

Prerequisite: Criminal Justice Leadership and Management

CCJ 4542 Criminal Justice Seminar
50 hours, 5 credits

This course provides students with the opportunity to explore an area of criminal justice that is of specific interest for their career or an area of relevant interest in the field. Topics may include any area of justice studies, with the approval of the instructor. Student will conduct a thorough review of their topic and present their work in the form of a final project.

Prerequisites: Inferential Statistics and Analytics; Research Methods in Criminal Justice

CCJ 4931 Critical Issues in Criminal Justice
40 hours, 4 credits

This course will examine trends, policies, processes, and programs in criminal justice. Careful analysis of criminal-justice successes and failures is the focus of this course. Students will theorize future initiatives in policing, courts, corrections, juvenile justice, and homeland security.

Prerequisite: None

CDA 1028C Introduction to Software Architecture
40 hours, 3 credits

This course introduces students to the system development life cycle (SDLC), including modeling, methodology, and analyzing a business process to create a software design. Students will be exposed to the importance of software architecture. They will model business processes using standard design languages and use standard tools to re-engineer those processes.

Prerequisite: None

CDA 1202 Foundations of Software Design
40 hours, 3 credits

This course introduces students to fundamental aspects of programming as it is related to proper software design concepts. Students will gain an understanding of how computational techniques are applied in solving a variety of problems. Topics will include variables, procedural abstraction utilizing handlers, conditionals, and loops, and data types. The course will also provide students with an understanding of software engineering by having them write small but useful computer programs using pseudo-code as well as a high-level programming language.

Prerequisite: None

CDA 2520C Web Frameworks
50 hours, 3 credits

In this course, students learn how to effectively create web applications using the JavaScript programming language, HTML5, CSS, and related web frameworks. Students will be introduced to standard tools such as code generators, debuggers, editors, and deployment tools. Students will gain exposure to programming, debugging, and testing web applications.

Prerequisite: Java Programming

CDA 3315C Fundamentals of Enterprise Architecture
40 hours, 4 credits

This course is the study of business enterprise analysis, design, planning and implementation. It places focus on working with stakeholders, modeling business data flows and interfaces, determining the information security risk for an organization, and re-engineering business processes. Topics include current software development methodologies, business process modeling, and enterprise information security methodologies. This course will prepare students to work with stakeholders to ensure that information technology is in alignment with the goals of the business.

Prerequisite: None

CDA 3428C Fundamentals of Distributed Application Architecture
40 hours, 4 credits

This course is the study of the design and use of distributed software applications as part of an enterprise architecture in a typical business. It places focus on the software development process, business process analysis, and generating functional requirements for business technology. Topics include software architecture, business process analysis, agile development, and scalability. This course will prepare students for producing a software development project plan, documenting hardware and software requirements to support current and future transaction loads, and modeling end-to-end data flows for a given business process.

Prerequisite: None

COURSE DESCRIPTIONS

**CEN 1400 Mobile Application Development
40 hours, 3 credits**

In this course, students will understand the development cycle of programs and applications for mobile devices. Utilizing the programming languages, students will create both standalone programs as well as program suites for mobile marketplace commerce systems where applications can be deployed. Instruction will focus on mobile development best practices for ease and efficiency of program development.

Prerequisite: Introduction to HTML

**CET 2522C Cisco Network Routing and Switching
40 hours, 3 credits**

This course prepares students to work with routers and switches in a local area network. Students will learn how to configure and troubleshoot Cisco switches and routers. Concepts in the course will include routing protocols like RIPv1, RIPv2, OSPF, VLANs and VLAN routing in both IPv4 and IPv6 networks, as well as DHCP, DNS, and NAT. This course will help prepare students to take the Cisco Certified Entry Network Technician (CCENT) Exam by using a variety of hands-on labs and simulations to understand router and switch configuration by emphasizing practical, real-world principles.

Prerequisites: Introduction to Networks; Microsoft Windows Server

**CET 2660C Networking Security
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, email, 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 materials. Further, this course helps prepare students to take the CompTIA Security+ exam.

Prerequisite: Introduction to Networks

**CGS 1240 Computer Applications
and Business Systems Concepts
40 hours, 3 credits**

This course teaches students basic to advanced computer concepts and skills, including creating and modifying Word documents, designing databases, spreadsheet creation and analysis, using the internet and E-Commerce tools, and creating presentations with enhanced features and web tools.

Prerequisite: None

**CGS 1820C Introduction to HTML
40 hours, 3 credits**

This course will introduce students to the basics of HTML. Students will learn the latest in HTML, conforming 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

**CIS 1028C Fundamentals of
Hardware and Software I
40 hours, 3 credits**

This course will introduce students to the installation, configuration, maintenance, and troubleshooting of end-user personal computer hardware (including laptops and mobile devices) and the software used to support the hardware. Additional topics covered include the relationship between computer hardware and software, computer networks and peripherals, virus protection, disaster recovery and maintenance planning. Finally, the student will learn about and conduct the responsibilities of a professional PC technician. To reinforce the materials in this course, the instructor will assign direct hands-on projects to be performed in a physical or remote lab setting. This course helps prepare students to take both parts of the A+ certification

exams. Each student will assemble a computer using prescribed parts and materials.

Prerequisite: None

**CIS 1175C Fundamentals of
Hardware and Software II
40 hours, 3 credits**

This course is a continuation of Fundamentals of Hardware and Software I, which prepared students for the CompTIA A+ 801 exam. This course will prepare students for the CompTIA A+ 220-802 exam, focusing on operating systems, security, mobile devices, and troubleshooting. Using the Windows operating system, students will learn how to set up networking, printers, tablets, file sharing, and troubleshoot problems related to the same. Operating system security and methods to prevent intrusion will be discussed. Concepts of virtualization, desktop imaging, and deployment will be introduced.

Prerequisite: Fundamentals of Hardware and Software I

**CIS 1308 Logic and Troubleshooting
40 hours, 4 credits**

This course provides students a strong base of critical thinking and troubleshooting methodologies for assessing situations and applying logical reasoning to various scenarios. The materials contained within this course will assist in building the students' ability to form reasonable hypotheses for solving problems of a technical nature.

Prerequisite: None

**CIS 1317C Helpdesk Support
50 hours, 3 credits**

This course covers material used by helpdesk engineers to troubleshoot and solve user problems. Dealing with the user, identifying the problem, and fixing the problem will be discussed. Software concerning trouble tickets and tracking progress will be discussed.

Prerequisite: Communicating in Your Profession

**CIS 1423C Mac Integration
40 hours, 3 credits**

The purpose of the Mac Integration course is to give students an entry-level perspective to supporting and configuring the Mac OS X operating system. Students will learn how to integrate a Mac client into a Windows network and connect a Mac client to services such as Active Directory and Microsoft Exchange. Also covered is basic user configuration. This course maps to the Mac Integration Basics Certification Exam.

Prerequisite: Microsoft Windows Server

**CIS 2093C Systems Analysis
40 hours, 3 credits**

This course covers analysis of information systems including networks, server environments, business solutions, and databases. Students will be exposed to different projects that have complex systems and be able to create analysis documents and diagrams. Improving the efficiency of the systems will be a primary goal of this course.

Prerequisite: Introduction to Networks

**CIS 2138C Windows Scripting
50 hours, 3 credits**

This course is designed to teach students basic scripting skills that can be used to automate administrative tasks and reporting. Topics will include an introduction to programming structures like variables, decisions, loops, arguments, and functions. Students will create Microsoft Windows-based scripts using technologies such as VBScript, PowerShell and take advantage of additional features in windows components such as WMI and ADSI.

Prerequisite: None

**CIS 2293C Mobile and Mac OS Security
40 hours, 3 credits**

This course gives students an alternative perspective on securing multiple mobile operating systems. Students will learn how to apply security principles to Android, iOS, and Mac operating systems. They will learn how hackers penetrate these systems and how to properly secure each environment. Students will learn about aspects of BYOD (Bring Your Own Device) and understand what additional security measures need to be implemented to secure devices that are utilizing public networks.

Prerequisite: Networking Security

**CIS 2315C Fundamentals of Ethical Hacking
40 hours, 3 credits**

This course will show students the opposing side to network security. Students will gain insight into the hacking mindset as well as learn how to directly apply ethical principles to the work they perform on a day-to-day basis. Students of this course will learn how to utilize various tools commonly used in network security as well as hacking. The end result of this course is to give the student a stronger perspective on how to utilize tools to better test and secure networks against threats.

Prerequisite: Networking Security

**CIS 2404C Software Packaging and Deployment
50 hours, 3 credits**

The goal of this course is to provide students an understanding of how to rapidly deploy applications and operating environments. Students will utilize various methods of application deployment through creating automated installs and application and operating systems images. Students will successfully package and deploy applications and operating systems via these methods in a virtual and stand-alone environment.

Prerequisite: Microsoft Windows Server

**CIS 2555C Mobile Support Principles
40 hours, 3 credits**

The Mobile Support Principles course covers the challenge of supporting mobile devices within a business. Topics covered are how to install custom software applications on various mobile operating systems as well as deploying standard operating images across multiple mobile devices. Additional time is spent on configuration of various mail clients, network configuration and general device troubleshooting.

Prerequisite: Introduction to Networks

**CIS 2911 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: Expected to be the final lower-level core course completed

**CIS 2983C Software Application
Development Capstone
30 hours, 2 credits**

In this course, students will apply what they have learned throughout the program to a real-world, business-oriented problem. The final project requires students to analyze a business case, design a solution, and implement that solution. This project integrates critical thinking, analysis, planning, and communication skills.

Prerequisite: Intended for the student's last quarter

**CIS 3140C Advanced Cisco Network Security
60 hours, 4 credits**

Cisco Certified Network Associate (CCNA) is a first-level certification program for information technology professionals. (CCNA exams are offered after completion of the entry-level CCENT certification.) The CCNA Security Certification helps maximize your investment in foundational network security knowledge and increases confidence in the integrity of your employer's network. CCNA Security is for network security specialists, security administrators, and network security support engineers. This course will help students prepare for the CCNA Security certification by using hands-on labs and simulations to understand network security principles by emphasizing practical, real-world principles.

Prerequisite: Cisco Network Routing and Switching

**CIS 3209C SSCP Certification Preparation
60 hours, 4 credits**

The SSCP credential ensures that candidates continuously monitor systems to safeguard against security threats. From the course, the student will be competent in access control, cryptography, malicious code and activity, monitoring and analysis, networks and communication, risk, response and recovery, and security operations and administration.

Prerequisite: Network Security and Cryptography

**CIS 3257 Legal and Security Issues
40 hours, 4 credits**

This course offers an overview of the legal processes involved in implementing and maintaining an E-Commerce website. In addition, this course examines the security issues involved in maintaining a web or intranet/ internet site and potentials for misuse.

Prerequisite: None

**CIS 3375C Wireless, Mobile and Cloud Security
50 hours, 3 credits**

Wireless, mobile and cloud computing are some of the hottest technologies on the market today. Securing these emerging platforms are often an afterthought, leaving many systems vulnerable to attacks. This course will cover techniques necessary to ensure operational integrity and customer data protection.

Prerequisite: Networking Security

**CIS 3436C IT Security for Managers
40 hours, 3 credits**

This course offers the perspective of how to manage security within a business environment from the IT manager's point of view. Students will gain the overarching idea of securing not only the network but also implementation of physical security and change management. Topics covered include security solution requisition, deployment strategies, bug reporting and penetration testing.

Prerequisite: Network Security

**CIS 3664 Security Strategies for Web Apps
and Social Networking
40 hours, 3 credits**

This course addresses how the internet and web-based applications have transformed the way businesses, organizations, and people communicate. With this information came new risks, threats, and vulnerabilities for web-based applications and the people who use them. This course presents security strategies to mitigate the risk associated with web applications and social networking.

Prerequisite: None

COURSE DESCRIPTIONS

CIS 3801C Fundamentals of Mobile Web Application Development
40 hours, 4 Credits

This course presents the fundamentals of mobile web applications development. It places a focus on implementing well-defined mobile application standards, while designing a mobile application as a business solution to a real business scenario. Topics include mobile application standards, selecting appropriate content adaptation strategies, and following the system's development life cycle to plan, design, test, and deploy a mobile application. This course will prepare students to develop a professional mobile application that meets today's business standards.

Prerequisite: None

CIS 3917C Fundamentals of Distributed Database Management
40 hours, 4 credits

This course is the study of distributed databases and the technical architecture they reside on. It places focus on geographically separated databases where through database replication, end users experience database transparency. Topics include the differences between distributed databases and stand-alone database management systems, scalability, replication, and overall high availability concepts as they relate to distributed databases. This course will prepare students to implement enterprise worthy, geographically separated databases.

Prerequisite: None

CIS 4005C IT Operations Management
40 hours, 4 credits

The purpose of the IT Operations Management course is to give students a numeric perspective on the IT department. Students will learn how to develop standard operating procedures, create support metrics, and apply these to the proper operation of the IT department. This course will also cover how to properly read and analyze network utilization reports and properly staff various IT departments based on proposed call volume and support needs. Utilization of helpdesk tracking tools and implementation of a tracking system will also be covered to ensure an IT department has the proper foundation to start metrics reporting.

Prerequisites: Project Management for IT; IT Security for Managers

CIS 4039 Auditing Information Technology Infrastructure
40 hours, 4 credits

This course covers the principles, the approaches, and the methodology in auditing information systems to ensure the processes and the procedures are in compliance with pertinent laws and regulatory provisions especially in the context of information systems security (ISS).

Prerequisite: None

CIS 4137 Access Controls, Authentication, and PKI
40 hours, 4 credits

This course introduces the concept of access control to information systems and applications. Access, authentication, and accounting for end-users and system administrators will be covered. In addition, security controls for access control including tokens, biometrics, and use of public key infrastructures (PKI) will be covered.

Prerequisite: None

CIS 4189C Risk Management and Business Continuity
50 hours, 4 credits

This course covers how to properly analyze risks within an IT department. Topics covered are disaster recovery planning, business continuity planning, and how to create risk analysis documents for all applications assessing their long-term viability and backup solutions. Students will also perform business impact analysis to analyze key areas that are most vulnerable when a risk-based situation has occurred. Students will develop a disaster recovery plan

and learn how to process and implement each phase of the plan they have developed.

Prerequisites in the Information Technology Management BS Degree program: IT Operations Management; Storage Management

Prerequisite in the Information Security BS Degree program: Cloud Computing

CIS 4215 Windows Security Strategies
40 hours, 4 credits

This course discusses security implementations for various Windows platforms and applications. Areas of study involve identifying and examining security risks, security solutions, and tools available for various Windows platforms and applications.

Prerequisite: None

CIS 4264C Storage Management
40 hours, 3 credits

The goal of this course is to cover various methods of data management. Students will learn about storage area networks, disk arrays, and data backup. Students will cover topics such as data de-duplication, cloud backup and managing both physical and virtual data backup environments. Topics also covered are how to maintain both onsite and offsite data backups and creating a backup rotation policy.

Prerequisites: Advanced Networking; Infrastructure Hardware; Cloud Computing

CIS 4352 Linux Security Strategies
40 hours, 4 credits

This course is an introduction to the securing of Linux platforms and applications. Areas of study include identifying and examining methods of securing Linux platforms and applications and implementing those methods.

Prerequisite: Linux Administration

CIS 4362C Network Security and Cryptography
40 hours, 3 credits

This course examines threats to computer networks, network vulnerabilities, techniques for strengthening passive defenses, tools for establishing an active network defense, and policies for enhancing forensic analysis of crimes and attacks on computer networks. Topics include private and public key cryptography, digital signatures, secret sharing, security protocols, formal methods for analyzing network security, electronic mail security, firewalls, intrusion detection, Internet privacy and public key infrastructures.

Prerequisites: Computer Applications and Business Systems Concepts; Introduction to Networks

CIS 4371C Operating Systems Design
40 hours, 3 credits

In the course, students learn how operating systems such as Windows, Linux, and the Mac OS X are a fundamental component of all computing systems. This course explores how operating systems are responsible for managing the running processes as well as the sharing of system resources such as the printers and storage over network infrastructures. The course provides an in-depth exploration of the design and implementation of modern operating systems. Topics include the evolution of operating systems, scheduling, paging, input/output devices, virtual memory, files, synchronization, and security.

Prerequisite: Enterprise Application Support

CIS 4385C Computer Forensics
40 hours, 3 credits

This course examines computer literacy and criminal investigation legal issues regarding seizure and chain of custody, and technical issues in acquiring computer evidence. Popular file systems are examined. Reporting issues in the legal system are discussed.

Prerequisite: Computer Applications and Business Systems Concepts

CIS 4456 Hacker Techniques, Tools, and Applications
40 hours, 3 credits

This course is an introduction to hacking tools and incident handling. Areas of instruction include various tools and vulnerabilities of operating systems, software, and networks used by hackers to access unauthorized information. This course also addresses incident handling methods used when information security is compromised.

Prerequisite: None

CIS 4581 ISS Capstone
40 hours, 3 credits

This course encompasses all the accumulated knowledge obtained from the entire ISS curriculum and requires the student to respond to an RFP for information systems security consulting.

Prerequisite: This course is designed to be taken at the end of the program

CIS 4655C Advanced Mobile Web Application Development
40 hours, 4 credits

This course is the study of advanced mobile application development. It places a detailed focus on building a mobile application user interface, planning and designing database models, and deploying mobile applications to emulators, as well as popular mobile application stores. Topics include designing a professional graphical prototype of the user interface, designing navigation that meets usability requirements, constructing data models and databases, interfacing code to databases, and testing then deploying an application to popular application stores. This course will prepare students to create more advanced mobile applications that interact with cloud-based databases.

Prerequisite: Fundamentals of Mobile Web Application Development

CIS 4793C Database Implementation Strategies for Programmers
40 hours, 4 credits

The focus of this course is to provide programmers the information necessary to interface mobile software applications with cloud-based distributed databases. Topics include a review of database fundamentals, database connectivity, query optimization, and the use of application program interfaces (APIs) as they relate to specific vendor databases. This course will prepare students to extract data from a distributed database and then present the data within a mobile software application.

Prerequisite: None

CIS 4836C Web Analytics
40 hours, 4 credits

This course is the study of contemporary business analytics tools. It places a focus on determining the most appropriate product or technology for building data visualizations and dashboards. Topics include identifying analytical tools, highlighting various input and output data formats, identifying different types of data visualizations, and constructing business-oriented dashboards. This course will prepare students to be able to create data visualizations and dashboards based on provided business requirements.

Prerequisite: None

CIS 4910C Computer Science Capstone
30 hours, 3 credits

This course is the culmination of the diverse skill set previously gained throughout the program. It places focus on project management skills, communication, and critical thinking as they relate to constructing an end-to-end technical solution. This course will incorporate a different project focus each term where students will collaborate in the development of a mobile/cloud application system.

Prerequisite: Student in final term of the bachelor's degree program

CJC 1000 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. For residential only, this course includes a fieldwork assignment.

Prerequisite: Introduction to Criminal Justice

CJC 1245 Case Management: Strategies for Rehabilitation
40 hours, 4 credits

Students will learn how to manage caseloads of clients, document casework, and use strategies for clients' 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: Introduction to Human Services

CJC 2400 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 prisons, 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: Introduction to Human Services

CJE 1006 Policing in America
40 hours, 4 credits

Students will examine the theoretical underpinnings of police work in the United States, including its historical roots, its current status, and the trends that will shape its future. They will explore the problems and solutions facing citizens, patrol officers, administrators, and agencies. They will also cover contemporary practices such as community oriented policing, problem oriented policing, and directed patrol. In investigating these topics, students will develop skills in critical thinking and problem solving. For residential only, this course includes a fieldwork assignment.

Prerequisite: Introduction to Criminal Justice

CJE 1233 Drugs and Crime
40 hours, 4 credits

The course will focus on the physical, psychological, and sociological aspects of drug and alcohol abuse. Treatment and prevention of abuse will be explored. In addition, policy implications of drug use and the criminal justice system response will be analyzed. An overview of the theories of use, drug business, and drug law enforcement will be explored. Such recent developments as "club drugs," inhalants, herbal stimulants, and designer drugs will also be discussed.

Prerequisite: Introduction to Criminal Justice or Introduction to Human Services

COURSE DESCRIPTIONS

CJE 1251 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: Policing in America

CJE 2172 Juvenile Justice: Delinquency, Dependency, and Diversion
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 or Introduction to Human Services

CJE 2702 Practical Psychology 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, trauma, and occupational experiences unique to the profession.

Prerequisite: Policing in America

CJE 4444 Crime Prevention
40 hours, 4 credits

This course will explore the goals and types of various crime-prevention strategies. Physical environments and crime, neighborhood crime prevention, the media, and crime displacement will be explored. The course will examine persons and conditions associated with high rates of deviance.

Prerequisites: Research Methods in Criminal Justice

CJK 2081 Traffic Enforcement: Managing Traffic Violators
40 hours, 3 credits

Students will learn the skills for legal, effective, and safe traffic enforcement on city streets and major thoroughfares. They will examine implications of traffic codes and relevant court decisions through practical application. They will explore criminal and drug interdiction strategies through effective traffic enforcement, and special considerations in impaired driver enforcement. They will learn to operate enforcement tools such as speed detection devices and alcohol sensory equipment. Students will examine the writing and articulation of enforcement decisions, and potential court outcomes of enforcement actions.

Prerequisites: Ethics Around the Globe; Practical Psychology for Law Enforcement or enrolled in certificate

CJK 2124 Firearms I: Fundamentals of Armed Police Response
40 hours, 2 credits

Students will learn the fundamental principles of marksmanship for firearms competency, and will progress to police-specific skills needed for proficiency in firearms use. They will practice the care and maintenance of firearms.

Prerequisites: Ethics Around the Globe; Practical Psychology for Law Enforcement or enrolled in certificate

CJK 2247 Firearms II: Tactics for Combat Gunfighting
40 hours, 2 credits

Students will build upon fundamental principles of marksmanship to gain firearms skills unique to law enforcement and officer survival. They will examine considerations related to use of force and deadly force, focusing on decision-making in force levels and articulation of force decisions. They will implement tactical considerations throughout training, including combat firearms skills and mental preparation for use of deadly force. Students will experience scenario-based and simulation training to help them synthesize shooting skills with proper use-of-force decisions in real-time situations.

Prerequisite: Firearms I: Fundamentals of Armed Police Response

CJK 2339 Use of Force I: From Empty Hands to TASERS 2
40 hours, 2 credits

Students will learn fundamental fighting principles, including technical and psychological aspects of physical combat. They will use tactical positioning, command presence, verbalization skills, and interpretation of body language in confrontational situations. Compliance and control techniques will be taught, ranging from empty-hand techniques, ground defense, and weapon retention to application of common police officer tools such as handcuffs, chemicals, batons, and electronic control devices. They will explore concepts of physical fitness and mental survival.

Prerequisites: Ethics Around the Globe; Practical Psychology for Law Enforcement or enrolled in certificate

CJK 2406 Use of Force II: Winning Violent Confrontations
40 hours, 2 credits

Students will build on fundamental police defensive tactics to synthesize physical knowledge with use-of-force decision-making. They will learn decision-making skills in ambiguous use-of-force incidents, demonstrating their ability to assess situations, respond appropriately, apply reasonable force, and articulate their reasoning. They will use practical application exercises and scenario-based training to maximize training effects.

Prerequisite: Use of Force I: From Empty Hands to TASERS

CJK 2563 Crime Scene Response: The Real CSI
60 hours, 3 credits

Students will examine the investigation processes for crime scenes and crashes. They will explore issues of scene security, evidence collection, handling, and processing, and documentation. They will discuss legal issues of crime scene processing, and review basic investigation and reporting forms and the reporting requirements established by statute and policy.

Prerequisites: Ethics Around the Globe; Practical Psychology for Law Enforcement or enrolled in certificate

CJK 2640 Minnesota Traffic Code
20 hours, 2 credits

Students will explore motor vehicle laws and statutes related to traffic enforcement in Minnesota. They will examine rules pertaining to driving, equipment, motor vehicle insurance, and driver licensing. They will identify unique circumstances and vehicles in traffic law, including commercial motor vehicles, implements of husbandry, boats, and all-terrain vehicles. Students will also review alcohol and drugs impairments to driving, and enforcement of related laws.

Prerequisite: Introduction to Criminal Justice or enrolled in certificate

CJK 2724 Minnesota Criminal Code
20 hours, 2 credits

Students will examine Minnesota criminal code and related statutes to gain a thorough understanding of peace officer responsibilities under Minnesota law. They will review specific Minnesota crimes and their elements, levels of offense, and the proper handling of suspects involved in various crimes. Charging, defenses, and sentencing will also be explored.

Prerequisite: Introduction to Criminal Justice or enrolled in certificate

CJK 2881 Patrol Practicals: Handling Calls in Progress
80 hours, 4 credits

Students will synthesize learning from all areas of training. They will respond to realistic calls for service and apply their knowledge of law enforcement to achieve resolution of a variety of common policing scenarios. They will discuss fire, arson, and explosives response. They will learn principles of good judgment and decision-making, and will articulate their enforcement choices and the potential legal implications of each. Students will also learn fundamental driving principles for routine and high-speed pursuit driving, and will apply these principles in laboratory exercises. They will discuss the legal and policy aspects of police pursuits and effective call response.

Prerequisites: Use of Force I: From Empty Hands to TASERS; Firearms I: Fundamentals of Armed Police Response; Traffic Enforcement: Managing Traffic Violators; Crime Scene Response: The Real CSI; or enrolled in certificate

CJK 2995 Law Enforcement Capstone
20 hours, 2 credits

Students will examine the future of law enforcement by reviewing the topical areas of law enforcement required for success in the field. They will discuss current employment opportunities, certification requirements, and application and hiring processes. They will review specialty areas for successful certification and licensing, and discuss the potential ethical, legal, social, and political ramifications for the future.

Prerequisites: Expected to be the final lower-level core course completed

CJL 1381 Criminal Law and Procedures: Crime and the Courtroom
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 explored. Statutory defenses, mitigating factors and circumstances which may excuse criminal responsibility, and common law principles are examined. For residential only, this course includes a fieldwork assignment.

Prerequisite: Introduction to Criminal Justice or Introduction to Law and the Legal System

CJL 1552 Introduction to Criminal Law
40 hours, 4 credits

In this course, students are introduced to the federal and state court systems. This course examines substantive criminal, definitions of crime, and principles of criminal responsibility. The course will use case studies for application of general principles to the law. Statutory defenses, mitigating factors, and circumstances which may excuse criminal responsibility and common law principles are examined.

Prerequisite: Introduction to Criminal Justice

CJL 1747 Applied Criminal Procedures
40 hours, 4 credits

This course provides an examination of procedural requirements for the judicial processing of criminal offenders. The concepts of evidence sufficiency, standards of proof, and due process are explored. Students will examine the Bill of the Rights and its applicability to the criminal justice process.

Prerequisite: Introduction to Criminal Law

CJL 3297 Constitutional Law
40 hours, 4 credits

This course challenges students to examine the complexities of the Bill of Rights and the application of those rights to the criminal justice system. The analysis of case studies will allow students to apply criminal law and procedure to fieldwork examination of criminal justice issues.

Prerequisite: None

CNT 1244C Introduction to Networks
40 hours, 3 credits

This course introduces the foundation to understanding computer networks, including structure and function, components, and models of local area networks (LAN), wide area networks (WAN), and the Internet. Students will learn the fundamentals of Ethernet concepts like IP addressing, protocols, hardware, and network topologies. Students will learn basic configuration of network devices and apply basic troubleshooting techniques. A variety of hands-on activities and simulations will be used. This course introduces some of the concepts covered in the Cisco Certified Entry Network Technician (CCENT) certification exam. CCENT education continues in the N201 Cisco Routing and Switching course.

Prerequisite: Fundamentals of Hardware and Software I

CNT 3126 Advanced Networking
50 hours, 4 credits

This course offers an in-depth study of current networking technologies. Topics include OSI model, communication protocols, routing protocols, WAN architecture (ATM, VPN, MPLS, and hybrid networks), wireless and QoS. Additionally, students will learn about implementing a defined network architecture with basic network security. This course will cover how to configure, maintain, and troubleshoot network devices using appropriate network tools and understand the features and purpose of network technologies. The course includes basic solution recommendations, analyzing network traffic, and becoming familiar with common protocols and media types.

Prerequisite: Introduction to Networks

CNT 3229 Asset Management
30 hours, 3 credits

This course is designed to teach students best practices in inventory management. Topics include hardware and software audits, asset tracking systems, software licensing, and service contracts management.

Prerequisite: Project Management for IT

COURSE DESCRIPTIONS

CNT 3348 Infrastructure Hardware
50 hours, 4 credits

This course covers hardware design and planning for medium to large scale data center operations. Topics include data center design (power, cooling, space planning), server racks, storage array systems, fiber channel, iSCSI, SAS, and SATA. Students will be able to design a data center for both operational efficiency (Green IT), and to provide adequate fault tolerance and capacity for anticipated growth.

Prerequisite: Introduction to Networks

CNT 3569 Support Management
40 hours, 4 credits

This course is designed to introduce students to the Information Technology Infrastructure Library (ITIL) public framework of best practices in IT support management. Topics include incident and problem management, configuration and change management, and help desk management. Students will design a knowledge base for tracking, and trending problems so that solutions can be implemented proactively to prevent problems and increase customer satisfaction.

Prerequisite: Customer Service

CNT 3777 Virtualization
50 hours, 4 credits

This course offers an in-depth study of current virtualization technologies and discusses strategies and approaches for virtualization of servers, clients and applications. Topics include vSwitch, distributed virtual switching (DVS), server-side vs. client-side desktop virtualization (SBC & VDI) and virtual appliances. Students will gain hands-on experience with deploying and managing virtual systems and applications.

Prerequisite: Introduction to Networks

CNT 3849C Scripting – Shell Scripting / Python / Perl
50 hours, 4 credits

This course is designed to teach students basic scripting skills that can be used to automate administration tasks and reporting. Topics will include an introduction to programming structures like variables, decisions, loops, arguments, and functions. Students will work with examples of Shell, VB, Perl and TCL scripts and examine use cases involving Linux, Windows and Cisco IOS automation through scripting.

Prerequisite: Linux Security Strategies

CNT 4016 Cloud Computing
40 hours, 4 credits

This course offers an in-depth study of current cloud computing technologies and services. Topics include cloud networking, cloud bridging, virtualization of application delivery controllers (ADC's) and WAN optimization controllers (WOC's), data center network design considerations, and emerging technologies like Edge Virtual Bridging (EVB). Students will be required to conduct research, read case studies, and develop and propose a strategy for implementing cloud computing to address specific business needs.

Prerequisite: Virtualization

CNT 4283 Enterprise Application Support
40 hours, 4 credits

This course introduces students to the challenges of supporting complex enterprise applications like E-Commerce and ERP systems. Topics include application architecture concepts (front-end, middleware, backend, and client/server), working with application specialists, application performance monitoring (end-to-end), security, support and maintenance, and disaster recovery.

Prerequisite: Risk Management and Business Continuity

CNT 4361 Information Technology Management Capstone
20 hours, 2 credits

This course summarizes key learning throughout the student's program. Students apply what they've learned by completing a network operations plan. The plan will include details of hardware, software, infrastructure design, security, disaster recovery and support/service management.

Prerequisite: Advanced Networking; must be completed in the student's final quarter

CNT 4437 Service Management
40 hours, 4 credits

This course provides a more in-depth examination of the Information Technology Infrastructure Library (ITIL) public framework of best practices in IT service management. Topics include incident and service level agreements (SLAs), availability and capacity management. Students will write SLAs covering incident response times, availability, and capacity/infrastructure performance.

Prerequisite: Support Management

CNT 4520 Systems Monitoring
50 hours, 4 credits

This course is designed to teach students to identify performance bottlenecks, benchmark performance and implement monitoring techniques to proactively identify and react to changes in the environment. Topics include network infrastructure monitoring, security monitoring, performance tuning, and metrics and reporting.

Prerequisite: Advanced Networking

COM 1002 Introduction to Communication
40 hours, 4 credits

The course will introduce students to basic models and theories of the communication process. Students will learn about a variety of elements involved in communication. They will also explore how factors such as race, ethnicity, age, socioeconomic status, and gender influence communication. Students will focus on developing an 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: Passing grade in Developmental Education coursework or placement determined by Rasmussen College entrance placement exam score

COM 1388 Communicating in Your Profession
40 hours, 4 credits

This course teaches communication theory and skills for developing professional documents and oral presentations for audiences in diverse workplace communities and disciplines. To equip students to communicate effectively, this course emphasizes thinking and writing within global contexts, in collaborative situations, and in various electronic environments.

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

COM 1865 Locating and Evaluating Information
20 hours, 2 credits

This course provides a broad overview of information literacy concepts by introducing skills for locating, evaluating, and ethically using a variety of resources for a specific purpose. The course begins with the information cycle and the production of information, followed by the identification of a topic & research question, and the selection, evaluation, and integration of sources into an annotated bibliography.

Prerequisite: None

COM 3255 Coding as Language
40 hours, 4 credits

In this course students will explore the relationship, including similarities and differences, between human language and programming language. Students will synthesize these languages by exploring shared and unshared characteristics including meaning, logic, and how they are learned. Students will address real-life debates around programming languages and HTML, as well as imagine how programming languages and HTML may act as a global lingua franca, or common language, in the future.

Prerequisite: None

COP 1044C Introduction to Object-Oriented Programming
40 hours, 3 credits

This course will provide students with an understanding of the basic concepts of object-oriented programming including encapsulation, inheritance, and polymorphism. Students will explore the uses of class templates as well as their attributes, behaviors, and the methods that can be applied to them. Programs will be developed and implemented utilizing the Java programming language.

Prerequisite: Foundations of Software Design

COP 1125 Programming Fundamentals
40 hours, 3 credits

Students will work with the Java programming language to learn about Java bytecode programs and how they are executed within a Java virtual machine. Students will study class libraries and gain an understanding of how they perform important computing tasks, how they interact with computer hardware and operating systems, and how they handle deficiencies encountered on computing platforms. Concepts such as graphical user interfaces, multimedia development, and web programming will be explored as well as the use of Java programming in the development of applications for mobile devices.

Prerequisite: None

COP 1350C C++ Programming
60 hours, 4 credits

This course is designed to teach the student C++ programming utilizing object-oriented terminology. C++ expressions, decisions, and loops within the C++ realm are explored and practiced. This first course in a two-course sequence ends with an analysis of functions and classes and how these elements are used in different programming projects.

Prerequisite: Introduction to Object-oriented Programming

COP 1532C Database Fundamentals for Programmers
40 hours, 3 credits

This course covers relational databases and their efficient design. The course will include the definition of tables and indexes, logical and physical design, the E-R model, and transaction management. The use of Structured Query Language (SQL) will be emphasized.

Prerequisite: None

COP 2268C Java Programming
40 hours, 3 credits

Students will work with the Java programming language to learn about Java bytecode programs and how they are executed within a Java virtual machine. Students will study class libraries and gain an understanding of how they perform important computing tasks, how they interact with computer hardware and operating systems, and how they handle deficiencies encountered on computing platforms. Concepts such as graphical user interfaces, multimedia development, and web programming will be explored as well as the use of Java programming in the development of applications for mobile devices.

Prerequisite: Introduction to Object-Oriented Programming

COP 2350C Advanced C++ Programming
60 hours, 4 credits

This course is a continuation of C++ Programming. Topics that will be covered in this course include design analysis, inheritance, and the use of templates in programming. Students will examine input/output issues as well as advanced topics in C++ programming, and a brief look at how C++ can start to be utilized in game programs is covered.

Prerequisite: C++ Programming

COP 2456C Microsoft C# Programming
50 hours, 3 credits

Students will work with the C# programming language and gain an understanding of how it can be used to handle important computing tasks. Concepts such as graphical user interfaces, multimedia development, and web programming will be explored.

Prerequisite: Introduction to Object-Oriented Programming

COP 2570C Programming Data Structures
60 hours, 4 credits

This course is designed to be an introduction to data structures using C++. Topics to be covered include lists, stacks, and queues. In addition, additional time is spent on templates and algorithmic analysis as it relates to recursion.

Prerequisite: Advanced C++ Programming

COP 2598C Secure Programming Techniques
60 hours, 4 credits

This course introduces students to best practices in secure programming techniques. It focuses on the most common programming vulnerabilities and how to mitigate them. Students will examine the need for secure programming, authentication, access control, error handling, and privacy engineering. Students will analyze a vulnerability and then develop code that corrects the problem.

Prerequisite: Microsoft C# Programming

COP 2664C Advanced Database Programming Techniques
50 hours, 3 credits

The course expands on topics that were introduced in Database Fundamentals for Programmers, adds new and advanced topics and develops database programming skills utilizing Microsoft SQL Server. Topics to be covered include the use of database views, user-defined functions, stored procedures, triggers, and dynamic SQL. Students will utilize developer tools to improve database performance as well as improve the security and integrity of database applications.

Prerequisite: Database Fundamentals for Programmers

COP 2810C Database Driven Programming
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: Foundations of Software Design, Database Fundamentals for Programmers

COP 2890 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: Expected to be the final lower-level core course completed

COURSE DESCRIPTIONS

COP 3362C Apple iOS Programming I
40 hours, 4 credits

This course provides students an introduction to the basic features of the Apple Swift programming language as it applies to iOS mobile application development. Students will review the history, features, and advantages of the Swift programming language, utilize the Apple Xcode programming environment, demonstrate a mastery of Swift programming basics, and develop a basic Apple Swift mobile application.

Prerequisites: Fundamentals of Enterprise Architecture, Fundamentals of Distributed Application Architecture

COP 3488C Universal Windows Applications Programming I
40 hours, 4 credits

This course provides students an introduction to the basic features of the Microsoft C# programming language as it applies to Universal Windows Application mobile application development. Students will review the history, features, and advantages of the C# programming language, utilize the Visual Studio programming environment, demonstrate a mastery of C# programming basics, and develop a basic Universal Windows Application.

Prerequisites: Fundamentals of Enterprise Architecture, Fundamentals of Distributed Application Architecture

COP 4309C Apple iOS Programming II
40 hours, 4 credits

This course presents advanced application design and Apple Swift programming techniques related to iOS mobile application development. Students will analyze user interface design and the iOS features that support it, demonstrate a mastery of Apple user interface tools, construct a Swift database application, and develop a basic Apple Swift mobile application that accesses iCloud.

Prerequisite: Apple iOS Programming I

COP 4474C Universal Windows Applications Programming II
40 hours, 4 credits

This course presents advanced application design and Microsoft C# programming techniques related to Universal Windows Application development. Students will analyze user interface design and the Windows features that support it, demonstrate a mastery of Microsoft user interface tools, construct a C# database application, and develop a basic C# mobile application that accesses Microsoft Azure.

Prerequisite: Universal Windows Applications Programming I

COP 4683C Apple iOS Cloud Integration
40 hours, 4 credits

This course focuses on the development of iOS mobile applications that access cloud computing resources. Students will explore the software development kits (SDKs) available from commercial cloud vendors, demonstrate a mastery of the Amazon Web Services Mobile SDK, demonstrate a mastery of the Microsoft Windows Azure Mobile Services iOS SDK, and incorporate AWS or Azure functionality into a working iOS mobile application.

Prerequisite: Apple iOS Programming II

COP 4777C Universal Windows Applications Cloud Integration
40 hours, 4 credits

This course focuses on the development of Universal Windows mobile applications that access cloud computing resources. Students will explore the software development kits (SDKs) available from commercial cloud vendors, demonstrate a mastery of the Amazon Web Services Mobile SDK, demonstrate a mastery of the Microsoft Windows Azure Mobile Services SDK, and incorporate AWS or Azure functionality into a working Universal Windows mobile application.

Prerequisite: Universal Windows Applications Programming II

CPO 4003 Comparative Politics
40 hours, 4 credits

This course will introduce students to the field of comparative politics by examining classification of political systems according to institutional and developmental characteristics. Causes and costs of political stability and instability will be explored. Comparison will be made between contemporary political institutions and processes in various countries.

Prerequisite: None

CRW 2001 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 6,000 words over the course of the program.

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

CTS 1300C 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 materials. Further, the course helps prepare students to take the Microsoft Windows Configuring (70-680) Certification Exam, which counts towards Microsoft Certified Solutions Associate (MCSA) Windows 7 certification.

Prerequisite: Fundamentals of Hardware & Software II

CTS 2302C Windows Active Directory
40 hours, 3 credits

The course will teach the concepts of utilizing Microsoft Windows Active Directory. Students will learn to install, setup, configure, utilize, maintain and trouble shoot 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 Certified Technology Specialist exam.

Prerequisite: Microsoft Windows Server

CTS 2321 Linux Administration
40 hours, 3 credits

This course is designed to introduce the Linux operating system. The students will learn to install, configure, maintain, administer, and use programming features of the Linux operating system. Students will learn how to download and install source application from the Internet, run Windows emulation, and apply 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. Further, this course helps prepare students to take an industry accepted Linux+ certification exam.

Prerequisite: Microsoft Windows Server

CTS 2383C 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 Certified Technology Specialist exam.

Prerequisite: Fundamentals of Hardware and Software I

CTS 2401C Access
40 hours, 3 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 modification 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 Applications and Business Systems

CTS 2511 Excel
40 hours, 3 credits

This course is designed to investigate the advanced applications and concepts available in Microsoft Office Excel. Students will be introduced to electronic spreadsheet features ranging from the data input and manipulation to charting and PivotTables. This course is designed to help prepare students for the Excel portion of the Microsoft Office Specialist certification exam.

Prerequisite: None

CTS 2811C SQL Server Administration
40 hours, 3 credits

The goal of this course is to prepare individuals to work with and administer SQL Server 2008. Students will learn how to install and maintain SQL Server 2008 and also how to use various tools helpful in creating backups, promoting security, and to enhance availability and performance of the database.

Prerequisites: Microsoft Windows Server

CTS 3265C Introduction to Business Intelligence
40 hours, 4 credits

This course is the study of the skills and techniques for analyzing business performance data to provide support for business planning. It places focus on using query development, reporting, and analytical tools to help guide business decision-making. Topics include statistical analysis, basic database design, and business process modeling. This course will prepare students to utilize information to support decision-making.

Prerequisite: None

CTS 3302C Fundamentals of Cloud Computing
40 hours, 4 credits

This course will introduce students to various technologies and services utilized in cloud computing. The course will focus on practical application of cloud deployment methodologies. Topics include the evolution of cloud computing technology, examination of cloud deployment and cloud service models, and designing a cloud computing strategy to meet specific business needs.

Prerequisite: None

CTS 4557 Emerging Trends in Technology
30 hours, 3 credits

This course is the study of emerging technologies. It places focus on technology impact on business and society in general. Topics include the relationship between emerging technologies and business opportunities, analysis of costs and savings of implementing particular technologies, legal and ethical issues affecting technology, challenges of adapting new technologies, and impacts of technology.

Prerequisite: None

CTS 4623C Advanced Cloud Computing Technologies
40 hours, 4 credits

This course will provide students with an in-depth understanding of computing technologies and services for enterprise level application deployment projects. The course will focus on practical aspects of cloud based application architecture and deployment methodologies, using the Microsoft Azure cloud platform. Topics include application scalability principles, application performance and benchmarking

tools, authentication and authorization security issues, cloud deployment platform selection criteria, asset cataloging and management, and other advanced cloud deployment topics.

Prerequisite: Fundamentals of Cloud Computing

DEP 2004 Human Growth and Development
40 hours, 4 credits

This course consists of the study of the development of the individual throughout the life cycle, including child, adolescent and adult patterns of behavior with attention to physical, intellectual, cognitive, personality, and social development.

Prerequisite: None

DIG 1280C Audio/Video Editing
40 hours, 3 credits

Students learn the theory and processes of audio/video editing using non-linear editing software. Exercises in production and post-production techniques will be applied for various delivery media. Students produce and edit a series of short videos for web and broadcast. Narrative and non-narrative forms are explored in audio and video. This course will provide training in a variety of industry-accepted Adobe design software.

Prerequisites: Interactive Media

E102 Pathway to Patient Care Seminar
0 hours, 0 credits

This seminar course prepares students for completing the TEAS exam and exploring career opportunities in healthcare. Students will learn skills to support effective studying and test-taking in the TEAS areas of math, reading, and science.

Prerequisite: Students must be admitted to the Health Sciences Associate's Degree program.

E242 Career Development
20 hours, 2 credits

This course is designed to study the personal and professional characteristics necessary for obtaining and maintaining suitable employment. The student will assemble a complete job-seeking portfolio including his/her resume and references, letters of application and appreciation, documentation of work and educational history, and demonstration of skills through examples of student work. The course includes an in-depth study of self-marketing approaches, job interviewing techniques and professionalism as well as participation in a mock interview.

Prerequisite: None

EEO 1000 Principles of Economics
40 hours, 4 credits

This course offers a broad overview of economic theory, history, and development. Philosophies, policies, and terms of market economies will be explored. This course includes microeconomics and macroeconomic concepts.

Prerequisite: None

EEO 2013 Macroeconomics
40 hours, 4 credits

In this course, students will learn the fundamentals of macroeconomics, which deals with the economy as a whole. An overview of the American economy will be explored through a study of basic supply and demand analysis and a review of fiscal and monetary policy to phases of the business cycle. Unemployment, inflation, GDP, and policy decisions which affect the American economy at home and abroad will be covered.

Prerequisite: None

EEO 2023 Microeconomics
40 hours, 4 credits

Students will be introduced to the field of microeconomics in this course, including theories of production, determination of prices, and distribution of income in regulated and unregulated industries. Other topics may include industrial relations, monopolies, and comparative economic systems.

Prerequisite: None

COURSE DESCRIPTIONS

ECO 3250 Managerial Economics
40 hours, 4 credits

This course is designed to enable students to assess, understand, and evaluate managerial economics in the context of large and small businesses. Students will gain knowledgeable insight of how to solve real-life problems through questions and answers, problem sets, and a systematic approach to applying advanced concepts of both macroeconomics and microeconomics to business environments.

Prerequisite: None

ECO 4223 Money and Banking
40 hours, 4 credits

This course is an examination of the structure and operations of our monetary systems. In this course topics covered include the fundamentals of money and financial markets, commercial banking and its regulation.

Prerequisite: None

EEC 1202 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. Strategies to enhance parent and family involvement will be emphasized. Students will continue to explore the Child Development Associate Credential (CDA) standards and application requirements.

Pre- or co-requisite: Foundations of Child Development

EEC 1700 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. Students will begin to explore the Child Development Associate Credential (CDA) standards and application requirements.

Prerequisite: None

EEC 1735 Health, Safety, and Nutrition/CDA Application
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 explore the Child Development Associate Degree (CDA) standards and application requirements and, if eligible, may apply for the CDA Credential at the completion of this course.

Prerequisite: Early Childhood Education Curriculum and Instruction

EEC 1860 Knowledge: Externship I
180 hours, 6 credits

Under externship supervision, the student will observe and implement developmentally appropriate practices while interacting with children and adults.

Prerequisite: None

EEC 1861 Application: 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: Knowledge: Externship I

EEC 1862 Reflection: 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: Application: Externship II

EEC 1863 Teacher Reflection I: Early Childhood Education as a Profession
60 hours, 6 credits

This course is an introduction to the field of early childhood development as a profession and examines historical influences on the field. The identification of early childhood educator's personal attributes, knowledge, skills, and professional codes of conduct are included.

Prerequisite: None

EEC 1864 Teacher Reflection II: Morality and Ethics in Early Childhood Education
60 hours, 6 credits

This course will provide an examination of morality and ethics in early childhood development. Topics include childhood ethics, ideals, and principles. Professional values and teaching styles will be explored.

Prerequisite: Teacher Reflection I: Early Childhood Education as a Profession

EEC 1865 Teacher Reflection III: The Intentional Teacher
60 hours, 6 credits

Students will learn about intentionality in teaching and selecting best practices for young children's learning and development. Both child-guided and adult-guided methods will be examined in the areas of language and literacy, mathematics and scientific inquiry, social skills and understandings, physical movement and visual arts.

Prerequisite: Teacher Reflection II: Morality and Ethics in Early Childhood Education

EEC 2217 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 education 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: Foundations of Child Development

EEC 2225 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: Foundations of Child Development

EEC 2271 Curriculum and Instruction for Children with Special Needs
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 Curriculum and Instruction

EEC 2272 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: Foundations of Child Development

EEC 2329 Parent Education and Support
40 hours, 4 credits

Students will investigate how resources are assessed, allocated, and utilized within families. They will explore strategies for helping families manage resources through various problem solving methods.

Prerequisite: Foundations of Child Development

EEC 2401 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: Foundations of Child Development

EEC 2403 Advocating for Children with Special Needs
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: Foundations of Child Development

EEC 2404 Child and Family Advocacy
40 hours, 4 credits

Students will explore and develop skills to advocate for children and families. They will review legislation, social policy, and advocacy techniques. Students will also investigate several current and controversial issues within the early childhood profession, and explore current research on early childhood education issues.

Prerequisite: Foundations of Child Development

EEC 2500 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: Foundations of Child Development

EEC 2613 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 Curriculum and Instruction

EEC 2935 Summative Project for Early Childhood Education
20 hours, 2 credits

The course will include student reflection upon cumulative learning from the early childhood education program. Students will critically analyze, reflect and problem solve experiences in the field of early childhood. Students will identify specialization-specific knowledge to inform best practices. Students will compile research and select the best application(s) to improve care and education for young children.

Prerequisite: Expected to be the final lower-level core course completed

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

This course examines the impact of mental health issues on a child's well-being. Students will focus on attachment theory, brain development, and the importance of executive function on lifelong learning. This course will challenge students to explore the effects of economics, family structure, and the environment on a child's emotional and social development. Students will also be able to evaluate social support systems.

Prerequisite: None

EEC 3005 Communications and Connections for Early Childhood Professionals
40 hours, 4 credits

This course examines best practices in formal and informal communication with children, families, and professionals. Students will explore how to build community in diverse settings and for various stakeholders. In this course, students will develop their leadership vision and apply this vision to build healthy, empowering connections with constituents. Students will also analyze effective and ineffective methods of communication within a developmentally and culturally appropriate context.

Prerequisite: None

EEC 3007 Organizational Management in Early Childhood Education
40 hours, 4 credits

This course provides an overview of the operational management of high-quality early childhood programs. The course includes practical application related to policies, procedures, roles, and responsibilities in the context of best practices for children and families. The characteristics of high-quality early childhood professionals will be assessed. Students will examine external factors affecting the operation of programs, including political and societal trends.

Prerequisite: Communications and Connections for Early Childhood Professionals

EEC 3010 Effective Teaching Strategies
40 hours, 4 credits

This course will emphasize general principles of effective teaching including strategies that can be used in a variety of early childhood settings. This course focuses on the significance of designing achievable learning targets based on informed decision making and knowledge of child development. Students will explore essential components of instructional methodology, the impact of educational history, the importance of providing meaningful early learning experiences, and the various teaching roles and approaches relevant to working with young children, birth through age 8.

Prerequisite: None

EEC 3011 Empowering Contemporary Families
40 hours, 4 credits

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

Prerequisite: None

COURSE DESCRIPTIONS

EEC 3015 Observation and Assessment for Effective Curriculum Planning
40 hours, 4 credits

This course provides a framework for using best practices in observation and assessment in the early childhood classroom. Emphasis will be given to the necessity of high-quality observation and assessment techniques for effective teaching. Students will examine assessment tools as well as learn about documenting children's learning.

Prerequisite: Effective Teaching Strategies

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

This course is an advanced approach to positive behavior guidance and classroom management. Students will investigate and apply strategies to create an environment that fosters pro-social and equitable practices in the classroom.

This course emphasizes promoting positive interactions to support children's self-regulation.

Prerequisite: None

EEC 3025 Teaching and Learning Across the Curriculum
40 hours, 4 credits

This course promotes the value of play as a learning process while emphasizing the significance of preparing developmentally appropriate curriculum and instruction across content areas. This course will prepare early childhood educators to design and implement effective learning environments for a variety of age groups. Students will identify, explore, and select appropriate experiences and materials to use when writing integrated curricula and lesson plans.

Prerequisite: Observation and Assessment for Effective Curriculum Planning

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

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

Prerequisite: None

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

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

Prerequisite: Observation and Assessment for Effective Curriculum Planning

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

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

Prerequisite: None

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

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

Prerequisite: Early Childhood Education: Environments and Play Theory

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

This course is an advanced examination of diversity and social justice in the United States as it relates to inequality and quality of care for young children. Students will explore aspects of race, ethnicity, gender, abilities, sexual orientation, poverty, socioeconomics, and privilege on the socialization of children. Students will apply anti-bias and multicultural perspectives to better support all children and their families. The knowledge gained in this course will provide students with a framework for understanding the core levels of cultural competencies.

Prerequisite: None

EEC 4022 Ethics and Leadership in Early Childhood Education
40 hours, 4 credits

This course examines the principles of ethics and leadership in early childhood education through self reflection and practice in defending these principles. This course includes the practical application of advocacy for young children and their families. Students will develop leadership skills across various areas including parent communication, care and education, policy, and advocacy. Students will also learn strategies to train and mentor future leaders in the field of early childhood education and will explore the impact of professionalism on children, families and the community.

Prerequisite: Organizational Management in Early Childhood Education

EEC 4030 Supporting Exceptional Children and Families
40 hours, 4 credits

This course is an advanced approach to supporting children with exceptional needs. Emphasis will be given to cultural influences and resources for supporting families. Students will explore the history and contemporary issues of special education legislation as it pertains to the inclusive classroom.

Prerequisite: None

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

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

Prerequisite: Expected to be the final upper-level core course completed

EEC 2010 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: Foundations of Child Development

ENC 1101 English Composition
40 hours, 4 credits

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

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

ENC 1121 English Composition 2
40 hours, 4 credits

This course builds on students' understanding of the writing process through an exploration of various writing strategies and research. Students will analyze readings and apply critical reading and writing skills. This course will develop argumentative writing and application of research.

Prerequisite: English Composition

ENC 3311 Advanced Composition
40 hours, 4 credits

This advanced writing course is intended to help students further develop and refine their writing, researching, and analytical skills, through the application of these skills to various rhetorical situations. To achieve these goals, students will be expected to develop their ability to present their views in an organized, unified, and coherent manner to diverse audiences.

Prerequisite: English Composition

ENT 3281 Business Innovation: Best Practices in New Business Development
40 hours, 4 credits

Students will explore sources of creativity and innovation and how to use them to brainstorm new business ideas. Techniques to inspire creativity, harness market and customer insights, and identify winning business ideas will be examined. Students will develop methods of critical thinking and assessment to identify new business opportunities and assess concept viability. Students will gain the knowledge needed to begin a business plan.

Prerequisite: None

ENT 3624 Funding a New Business
40 hours, 4 credits

Funding new ventures is a critical process that requires both creativity and business acumen. In this course, students will develop the skills to analyze the financial value of a startup business idea and develop the skills to successfully pitch a new idea to gain funding. Identification and evaluation of capital funding sources, like Angel Investors, as well as structuring the financing agreements will be discussed and analyzed. This course teaches students to utilize data-based decision-making for long-term and day-to-day activities.

Prerequisite: None

ENT 4011 Sales and Marketing for New Business Ventures
40 hours, 4 credits

This course focuses on creating integrated sales and marketing programs utilizing guerilla tactics along with traditional and online marketing techniques. Unique features like Internet marketing strategies utilizing tools such as search engine optimization and social media will be examined to foster organized growth for a start-up organization. Students will also become familiar with business-to-business and business-to-consumer sales strategies.

Prerequisite: None

ENT 4177 Law, Ethics and Entrepreneurship
40 hours, 4 credits

In this course, students will analyze legal and ethical issues related to creating a business entity. Strategies on how to select an attorney, navigate the e-commerce world, and manage within intellectual property laws are examined. Students will understand how to start and sell a business using legal and ethical planning.

Prerequisite: None

EVR 3410 Human Uses of the Environment
40 hours, 4 credits

This course provides an in-depth exploration of the integrated relationship between human life and the surrounding environment, beginning with a study of the fundamental concepts and principles of ecology. Topics that are interwoven throughout the course include principles of ecology as seen in the structure and function of the ecosystem; pollution of air, soil, and water resources; population explosion and the relationship of people, disease, and food production; and environmental controls necessary for survival.

Prerequisite: None

FIL 2000 Film Appreciation
40 hours, 4 credits

Students will study different elements, forms, techniques and styles of film and will learn a critical approach to film and the motion picture industry. Students will critique films and filmmakers through various approaches and assessments that demonstrate analysis, interpretation, and evaluation skills as well as fostering a deeper appreciation and understanding of film as an art form.

Prerequisite: None

FIN 1000 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: None

FIN 1202 Financial Markets and Institutions
40 hours, 4 credits

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

Prerequisite: None

FIN 3122 Intermediate Financial Management
40 hours, 4 credits

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

Prerequisite: Advanced Principles of Financial Management

FIN 3247 Investments and Security Markets
40 hours, 4 credits

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

Prerequisite: Advanced Principles of Financial Management

COURSE DESCRIPTIONS

FIN 3396 International Finance
40 hours, 4 credits

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

Prerequisite: Advanced Principles of Financial Management

FIN 3434 Applications in Corporate Finance
40 hours, 4 credits

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

Prerequisite: Advanced Principles of Financial Management

FIN 4019 Financial Modeling
40 hours, 4 credits

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

Prerequisite: Advanced Principles of Financial Management

FIN 4372 Investment Portfolio Management
40 hours, 4 Credits

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

Prerequisite: Advanced Principles of Financial Management

FIN 4955 Finance Capstone II
30 hours, 3 credits

This course will combine and apply the finance, business, and General Education courses offered in the Finance Bachelor of Science Degree Program. The student will also apply ethics and professional standards to the world of finance.

Prerequisite: Expected to be the final upper-level core course completed

GEA 1000 Human Geography
40 hours, 4 credits

This course will introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences.

Prerequisite: None

GEB 1011 Introduction to Business
40 hours, 4 credits

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

Prerequisite: None

GEB 2444 Internet Business Models and 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 analyzing the potentials and problems 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

GEB 2888 Introduction to Business Analysis and Intelligence
40 hours, 4 credits

This course will differentiate business intelligence and business analytics and how each function is important to the management of business operations. Students will analyze methods of data retrieval, discuss the importance of data mining and ethical business analysis, and explain business data findings and trends when making sound business decisions.

Prerequisite: None

GEB 2930 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's Degree program. Through case analysis, class discussion, and supervised field experience, students will synthesize and demonstrate their understanding of core business concepts via the completion of a Capstone Project.

Prerequisite: Expected to be the final lower-level core course completed

GEB 3020 Advanced Principles of Financial Management
40 hours, 4 credits

This course provides an introduction to advanced concepts and methods of financial management for organizations. Topics include: an analysis of corporate finance, asset pricing, leverage, risk and return, short- and long-term investment decisions, business financial planning, working capital management, capital structure, multinational finance, as well as other topics.

Prerequisite: Financial Accounting II

GEB 3051 The Business of Digital Media
60 hours, 4 credits

This course is designed to prepare students for multiple levels of project completion across the broad spectrum of digital media such as: concept development, production, project management, and content delivery. Important workforce assets of individual drive and assessment, success within creative teams, management of timelines, deadlines, and budgets, and effective leadership are explored as they pertain to the multimedia development pipeline.

Prerequisite: Portfolio Development

GEB 3110 Research and Report Writing
40 hours, 4 credits

Students will learn research and report writing for academic settings. Topics will include qualitative and quantitative research methodology, literature reviews, information literacy, and academic report writing.

Prerequisite: English Composition or Communicating in Your Profession

GEB 3124 Business Research and Analysis
40 hours, 4 credits

Students will develop research strategy and problem solving skills used for business analysis. They will examine the use of qualitative and quantitative research methodology and develop professional writing skills for presenting research findings. They will experience using various research methods such as surveys, business research proposals, and dashboards.

Prerequisite: None

GEB 3275 Consumer Behavior
40 hours, 4 credits

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

Prerequisite: None

GEB 3388 Winning Customer Service Strategies
40 hours, 4 credits

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

Prerequisite: None

GEB 3422 Business Project Management
40 hours, 4 credits

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

Prerequisite: None

GEB 4220 Managing a Diverse Workforce
40 hours, 4 credits

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

Prerequisite: None

GEB 4230 Website Development for Business
40 hours, 4 credits

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

Prerequisites: Search Engine Optimization and Marketing Strategies; Web Analytics

GEB 4410 Advanced Principles of Marketing
40 hours, 4 credits

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

Prerequisite: None

GEB 4505 Organizational Development
40 hours, 4 credits

In this course, students examine how qualitative approaches, quantitative approaches, and process-based approaches to organizational development through the stories of professionals involved in organizational change. Students will critically examine the design, management, and control of organizational development programs.

Prerequisite: None

GE0 3204 Physical Geography
40 hours, 4 credits

This course presents a study of the development and distribution of landforms, climates, minerals, soils and water resources. Interrelationships between the physical environment and regional patterns formed by these elements are analyzed against man's utilization of them.

Prerequisite: None

GLY 1000 Introduction to Geology
40 hours, 4 credits

Examines basic geologic principles from a physical or historical perspective. Includes such topics as the formation of rocks and minerals; internal and external processes modifying the earth's surface and phenomena; and the evolutionary history of the earth, including its life forms, oceans and atmosphere.

Prerequisite: None

GRA 1022C Figure Drawing
40 hours, 3 credits

Basics of structure and anatomy of the human figure will be introduced with a strong emphasis on gesture and the drawing of actions and kinetics. Students will explore drawing a stationary human figure as well as figures moving while dressed in flowing costumes and figures performing basic movements. The development of visual acuity and professionalism in criticism of artwork will play a key role in the course.

Pre- or co-requisite: Digital Illustration

GRA 1057C Design Foundations
40 hours, 3 credits

In this course students will learn the foundational principles and elements of art and design and explore them through digital design. Theory of each principle and element will be supported by hands-on exercises in which students will apply what they have learned. Examples from the history of art and design will be used to support and explain each new concept. Balance, value, repetition, unity and variety, contrast, dominance, scale, line, shape and form, depth, direction, texture, color, and value will be presented. This course will provide basic training and exploration in a variety of industry-standard design software. Emphasis will be placed on exploration of basic foundation principles through original compositional designs.

Prerequisite: None

GRA 1164C Drawing from Observation
40 hours, 3 credits

Students in this course will develop and hone vision and drawing skills. The course will focus on drawing on paper from still life and life scenes observations. The course will progress from basic sketching and contour lines to gesture drawing and perspective drawing. Developing observation skills for line, form, light, shadow, and detail, will be emphasized. Techniques learned in this course will be utilized later in digital drawing and painting courses. Professionalism in critique of one's own work and that of others will be practiced.

Prerequisite: None

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GRA 1188C 3D Modeling
50 hours, 3 credits

This course introduces students to the fundamentals of three-dimensional modeling. Students learn basic modeling techniques, texture, lighting, and environmental effects, to create forms based on observed objects, as well as student's original concepts. Basic constructs are covered such as: primitive objects, polygon modeling, nurbs, booleans, extrusions, lofting, revolving/lathing, software interface navigation, model exporting and rendering. This course will provide training in a variety of industry-standard 3D design software.

Prerequisite: Introduction to Animation

GRA 1206C Typography
40 hours, 3 credits

This course is an introduction to typographic design for static contexts in print and screen and kinetic contexts in web and broadcast. Basic typographic vocabulary and fundamentals are emphasized. Theoretical presentation is explored through design practice both on paper and utilizing industry standard Adobe software. Multiple exercises are culminated in major typographic projects for print, web, and broadcast.

Prerequisite: Design Foundations

GRA 1235C 3D Lighting, Texturing, and Rendering
50 hours, 3 credits

Expanding upon prior experience with 3D modeling and animation, students will take a deeper look into the specifics of lighting, texturing, and rendering. Advanced texturing techniques and methods, in combination with best practices for lighting various model scenarios, will be explored and then further refined through examining output from multiple renderers.

Prerequisite: 3D Modeling

GRA 1281C Color Theory
40 hours, 3 credits

This course offers methods and exercises for the study of color theory using the computer. Exploring color on the computer holds the advantage of speedy experimentation with many color techniques and solutions, as well as immediate application to projects. The digital approach used in this course will give students knowledge and practice that is immediately relevant as the student moves from color study to color application.

Prerequisite: Design Foundations

GRA 1377C Fundamentals of Web Design
50 hours, 3 credits

This course is an introduction to the World Wide Web and the design and development of web sites. It provides a foundation in the planning, designing, and production of web pages through the creation of HTML and CSS using industry-standard web development software. Key components of the course include web design principles, the planning and management of content and structure, optimized image production, web typography and usability.

Prerequisite: Interactive Media

GRA 1461C 3D Animation
40 hours, 3 credits

Building upon knowledge of 3D modeling and rendering and 3D animation from earlier coursework, this course will focus on advancing 3D animation skills, techniques, and proficiencies towards creating an animated digital short film. Emphasis on refining application of the 12 animation principles, life-like animation, forward and inverse kinematics, scene staging, and camera work. This course will provide training in a variety of industry-standard 3D design software.

Prerequisite: 3D Lighting, Texturing, and Rendering

GRA 1493C Digital Illustration
40 hours, 3 credits

In this course students will create illustrations with industry standard digital software. Concepts and themes developed into visual painted and drawn messages will be explored. Illustrations will be created for print and screen. The process of illustrating an idea or story, from thumbnails to sketching, color and style studies, color comprehensives, to final illustrations, will be presented.

Prerequisites: Drawing from Observation; Design Foundations

GRA 1552C Introduction to Animation
40 hours, 3 credits

This course introduces students to the 12 basic principles as well as the processes of animation. Student will learn about research, pre-visualization, storyboarding, animatics, character model sheets, and other processes integral to accomplishing a final animated film. Sketches, source imagery, and audio are utilized to effectively communicate ideas for time-based media. Documentation techniques are employed to chart progress with character and scene development, as well as cameras and lighting. Students will be able to relate the 12 basic principles to examples from animation history while applying them through hands-on analog and digital animation projects.

Prerequisite: None

GRA 1687C User-Centered Web Design
40 hours, 3 credits

This course builds upon the fundamentals of web development with a focus on user-centered design. Expanding upon basic HTML and style sheets, the student is introduced to best practices, interface design, and the development of flexible, multi-use sites. Usability and accessibility are also explored in greater depth, using advanced web development tools. Needs of the visitor will be examined, including detecting and responding to the visitor's browser, as well as utilizing the advanced media capabilities of HTML5 and CSS.

Prerequisites: Fundamentals of Web Design; User Experience Design

GRA 1747C Introduction to Web Scripting
50 hours, 3 credits

This course introduces the advanced interaction capabilities enabled through the use of client-side scripting languages. Students are introduced to basic logic and programming concepts, with a focus on Javascript and AJAX (Asynchronous Javascript and XML). Enhancement of usability and function are explored and emphasized, with attention on collecting and validating user information and interacting with the site visitor.

Prerequisite: Fundamentals of Web Design

GRA 2060C Interactive Media
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 well as skills developed in earlier coursework to produce interactive projects that incorporate graphics, sound, and interactive elements. Combining multimedia elements into HTML pages are explored. This course will provide training in a variety of industry-accepted Adobe design software.

Prerequisite: Introduction to Animation; Typography

GRA 2133C Print Design
40 hours, 3 credits

This course utilizes techniques associated with designing computer graphics and multi-page and package design for both desktop publishing and digital distribution. Students will learn professional practices in proper file setup, saving and exporting, and delivery. Emphasis is on the exploration of combining illustration, images, and type in an effective manner while working toward industry-standard published files primarily in printed form.

Prerequisite: Typography

GRA 2274C User Experience Design
40 hours, 3 credits

This course expands on student's knowledge of interactive design learned in earlier course work, exploring interactive design from the perspective of user experience. Metaphors for graphic interfaces and icon design are studied through industry product examples, student practice exercises and projects. Organizing, scoping, planning, design, prototype models, and creating, working and aesthetic interactive experiences of complex informational content through rich multimedia experiences are covered. Software training builds on previous knowledge to advance student's skills with a variety of industry-standard design software.

Prerequisite: Interactive Media

GRA 2390C Digital Photography
40 hours, 3 credits

Building upon skills already accomplished in earlier course work, students will advance their skills, aesthetic, and technique in digital image making. Professional artist's sample work will be viewed, analyzed, deconstructed, and discussed in terms of concept, message, technique, and approach. A variety of techniques for digital image-based art making will be demonstrated, explored, and practiced. Images will be combined with typographic and written messages. Image output for print, screen, and broadcast will be presented. Software training builds on previous knowledge to advance student's skills with a variety of industry-accepted Adobe design software.

Prerequisite: Color Theory

GRA 2442C Motion Graphics
40 hours, 3 credits

Moving graphic 2D animation is the primary focus of this course. Students will composite video, digital images, motion graphics, vector and pixel graphics, titles, and kinetic typography into cohesive motion graphics pieces. Narrative and non-narrative form will be explored. Projects include: kinetic logo design, animated PSAs, broadcast titling, and advertising spots. Students will assemble a demo reel of motion work. Software training builds on previous knowledge to advance student's skills with a variety of industry-accepted Adobe design software.

Prerequisite: Audio/Video Editing

GRA 2522C Digital Media Project
40 hours, 3 credits

This course is a culmination of a student's accumulated knowledge in narrative and non-narrative digital film creation. Students will produce a proposed film idea from concept to final presentation. Brainstorming, story writing, casting, storyboarding, animatic, character creation, animation, audio and video recording and production, camera techniques, digital capturing/rendering, non-linear editing, post production, titling, compositing, and final output will be evaluated in the final piece. The course will culminate in a screening of final student films.

Prerequisite: Motion Graphics

GRA 2607C Portfolio Development
40 hours, 3 credits

In this course, students 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 reel using a consistent theme and targeting an intended market based on what career path they are pursuing. This course will provide training in a variety of industry-accepted Adobe design software.

Prerequisite: Expected to be the final lower-level core course completed

GRA 2754C Character Modeling
40 hours, 3 credits

This course is designed to refine skills in 3D character creation and effects. During this course students will explore advanced 3D modeling and animation theory and principles that focus on character animation as it applies to the gaming environment. Specifically, these principles and theories are applied to the context of interactive narratives and video games. Students will engage in the study of character posing and rigging for games, advanced animation, and morphing, blending, and similar techniques to create more expressive characters. This course will further prepare a student for industry certification in Autodesk 3ds Max.

Prerequisites: Figure Drawing; 3D Lighting, Texturing, and Rendering

GRA 2819C Scripting for Web Servers
40 hours, 3 credits

This course delves deeper into the power of web development through server-side programming. Building upon Introduction to Web Scripting, the student will explore and interact with server-side databases and collect and manipulate data using general PHP scripting language. Students will create dynamic content for web pages to perform simple calculations, collect visitor information, and interact with basic databases.

Prerequisite: Introduction to Web Scripting

GRA 2936C Mobile Web Design
40 hours, 3 credits

This course focuses on current trends in web usage, specifically on the expansion of mobile platforms from laptops to tablets and smartphones. Emphasis is placed on responsive design: creating cross-platform web sites that provide equal and optimal usability across a wide range of devices, screen sizes, and resolutions. Various web tools and techniques are utilized to provide a fluid and flexible experience for the web visitor.

Prerequisite: User-Centered Web Design

GRA 2956 Design Internship
90 hours, 3 credits

In this course, students will integrate prior knowledge and coursework within a hands-on learning environment in a professional design workplace. Students will create a variety of multimedia-based design projects under the guidance of a workplace mentor or supervisor as well as implement valuable transferable skills such as communication, critical thinking, and teamwork to grow as a professional. The work completed at the internship site will be complemented by weekly course activities such as reflective writings, peer discussions, time sheet documentation, and group activities to enhance the authentic learning experience for students.

Prerequisite: Expected to be the final lower-level core course completed

GRA 3005C Interactive Publishing
60 hours, 4 credits

This course builds on prior coursework in interactive media, animation, motion graphics, kinetic typography, audio, and video. The course focuses on graphic, interactive, and animation design for mobile devices such as smart phones and tablets. Issues with user interface, user experience, usability, troubleshooting, and compatibility are explored, and strategies are developed to establish best practices.

Prerequisite: User Experience Design

GRA 3126C Graphic Design History
30 hours, 3 credits

Students will examine the historical, cultural, technological, and social factors that contribute to an understanding of graphic design and its impacts on modern commerce and society. The development of graphic design from 1920 through the end of the 20th century will be a key focus of the course, with a larger focus on the development of graphic design through the digital revolution to present day. Western and non-Western graphic design is represented,

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with a strong emphasis placed on critical analysis, technical analysis, communication, global perspectives, and cultural impacts.

Prerequisite: Art Appreciation

GRA 3234C Advanced Typography
60 hours, 4 credits

In this course, students will expand their understanding of the use of typography for the successful communication of messages and the enhancement of meaning in visual art and design work. The course will expand on topics such as: information hierarchy, meaning, reading order, and the language of kinetics.

Prerequisite: Typography

GRA 3375C Advanced Color Theory
60 hours, 4 credits

This course builds upon the foundations and practices of color theory. In addition to covering more sophisticated methods of color correction, image manipulation and printing, students will learn scanning techniques, digital camera usage, the mechanics of calibration, and other more advanced sets of controls. Students will work within a framework of artistically professional sensibility to develop their own professional workflow and projects.

Prerequisite: Digital Photography

GRA 3487C Advanced Digital Photography
60 hours, 4 credits

This course will engage students in advanced digital imaging projects, building upon instruction, knowledge, and techniques learned in earlier course work, and contributing to a strong, professional portfolio. Thematic art projects such as a photo essay and theme based art image series will be included. This course will include instruction on: setting project requirements, design elements related to digital images, software interface specifics, input, output, image manipulation, and publishing. Experience in industry-standard Adobe software is included in the course.

Prerequisite: Advanced Color Theory

GRA 3563C Animation History
40 hours, 4 credits

Students will examine the historical, cultural, technological, and social factors that contribute to the development of animation as a commercial and experimental art form. Key animated films from the turn of the 20th century to present by independent filmmakers as well as larger production houses will be viewed and discussed with an emphasis on critical analysis. A strong emphasis is placed on writing, critical thinking, information literacy, global perspectives, and cultural impacts.

Prerequisite: Introduction to Animation

GRA 3678C Advanced 3D Modeling
60 hours, 4 credits

This course is designed to explore advanced techniques of 3D modeling. Students refine modeling techniques, texture, lighting, and environmental effects to create one original portfolio-quality project. Further development of primitive objects, polygon modeling, nurbs, booleans, extrusions, lofting, and revolving/lathing will be explored. This course will provide additional training in industry-standard 3D design software.

Prerequisite: 3D Modeling

GRA 3792C Web Content Management Systems
60 hours, 4 credits

This course explores open-source, web-based content management systems (CMS) that allow the web designer to create rich and flexible interactive sites. Using a CMS, a web designer can update a complex web site dynamically and rapidly to meet client needs and visitor expectations. Students will be introduced to key PHP-based content management systems like Joomla, Drupal, and WordPress, and will develop their own topic and theme-based web sites.

Prerequisite: Information Architecture for the Web

GRA 3844C Search Engines, Optimization, and Analytics
60 hours, 4 credits

This course introduces the student to the optimization of web sites for search engine placement. The student will learn how search engines collect and organize information and make it useful and accessible. Search engines and search results will be examined for their impact on information access, copyright and privacy issues, and the changing business landscape. Students will research techniques such as metatags, copywriting techniques, header and footer optimization, site submission, and linking methods used to improve site ranking and guide visitors to business sources or information. The course also examines how to track the success—or failure—of those procedures.

Prerequisites: Mobile Web Design; Internet History and E-Commerce

GRA 3972C Information Architecture for the Web
60 hours, 4 credits

This course explores the use of design principles to positively affect the web visitor's experience. Subjects include traditional architecture, industrial design, library science, and software design. Additional topics include the evolving standards of web information architecture, such as navigation structure, financial transactions, screen paradigms, gesturing and redundant linking. The student will learn how to organize content into appropriate categories, develop interfaces to support those categories, and develop key project deliverables.

Prerequisites: Scripting for Web Servers; Advanced User Experience Design

GRA 4002C Advanced Motion Graphics
60 hours, 4 credits

Building on knowledge and techniques from Motion Graphics, students will advance their work with compositing video, digital images, 3D animation, vector and pixel graphics, titles, and kinetic typography into professional motion graphics pieces. Film titling, logo bumpers, broadcast titling, and special effects will be explored. Students will build upon and add to their demo reel of motion work. Software training builds on previous knowledge to advance student's skills with a variety of industry-accepted Adobe design software.

Prerequisite: Motion Graphics

GRA 4172C Advanced User Experience Design
60 hours, 4 credits

Students expand on their knowledge of user experience design to deepen their knowledge of the development process of interfaces and user experiences. Various kinds of software will be examined, from browser-based apps to interfaces for mobile device applications. Authoring software will be employed for demo, testing, and prototyping of interface projects. User data will be planned, test materials such as paper prototypes will be built and tested on user groups, and the data examined then incorporated into user interface projects.

Prerequisite: Interactive Publishing

GRA 4228C Media Campaign Design
60 hours, 4 credits

Students create a project around an original concept, theme, and purpose resulting in a portfolio project that advertises, promotes, or presents a product or service. Some examples may be a new product launch of a real or fictitious product or service, or a public service announcement of a social issue or public concern. The final portfolio piece must contain a component for print, broadcast, and web and may include graphic design, animation, CGI, interactivity, social media, or video. The final project will be presented to the instructor and the class for critique. This course will incorporate a variety of software technology aligned with industry standards.

Prerequisite: Digital Media Project

GRA 4306C Digital Short Film Project
60 hours, 4 credits

This course combines the accumulated knowledge of narrative and non-narrative digital film creation as well as motion graphics. The culmination of this knowledge will be a final digital short film project using video, audio, story writing, storyboarding, casting, and production techniques. Students are expected to explore various theories and techniques to complete a professional short film project.

Prerequisite: Advanced Motion Graphics

GRA 4419C Advanced Portfolio Development
60 hours, 4 credits

In this course, students build upon their previous knowledge of portfolio design and construction. Students gather projects from all coursework to date, assess any gaps in their portfolio work, design new projects to fill in those gaps, and incorporate them into their final portfolio. Students will create any documentation needed to incorporate the projects into their portfolio, including, but not limited to: video, image capture, audio recording, 3D renderings, website design, motion graphics, and user interface design. Students will present the included projects within the class to receive feedback from their instructor and colleagues, and then design, build, and assemble a polished web-based portfolio or demo reel as well as a print-ready portfolio.

Prerequisite: Expected to be the final upper-level core course completed

GRA 4503C Digital Effects
60 hours, 4 credits

This course focuses on the use and application of effects in film and video at an advanced, post-production level. Professional methods of controlling digital and video representation and 3D effects are examined. Students exhibit a mastery of the digital workflow by compositing footage, digital imagery, and computer graphics. Topics include virtual cinematography, morphing, lighting, rendering, particle effects, dynamics, camera properties, motion tracking, and filters.

Prerequisite: Advanced Motion Graphics

GRA 4631C Advanced Character Modeling
60 hours, 4 credits

This course is designed to explore advanced techniques of 3D character creation and effects. During this course students will explore advanced 3D modeling and animation theory as well as principles that focus on character design and animation as it applies to virtual environments. Theories and principles of modeling and animation are applied to the context of interactive narratives, simulations, and games. Students will engage in the study of character rigging for games, advanced animation, morphing and blending, and other techniques to create expressive characters.

Prerequisite: Advanced 3D Modeling

GRA 4752C Advanced 3D Rigging
60 hours, 4 credits

In this course, students expand on knowledge from 3D modeling, rigging, and animation to explore advanced techniques of rigging such as: facial rigging, deformation rigs, rigging non-human format characters, analysis of musculature for weight painting, and rigging refinement for precise articulation. This course will further prepare a student for industry certification in Autodesk software.

Prerequisite: Advanced Character Modeling

GRA 4790C Advanced PHP for E-Commerce
60 hours, 4 credits

This course delves further into the use of server-side scripting and the development of web sites utilizing dynamic databases. Students will apply E-Commerce concepts and knowledge of information architecture to develop a reliable, stable, expandable, and secure infrastructure for E-Commerce, including content development and shopping cart management. Students will learn how to use PHP to collect visitor information and interact with a MySQL database.

Prerequisite: Web Content Management Systems

GRA 4837 Animation Capstone Project
60 hours, 3 credits

Students will apply their accumulated knowledge of animation and motion graphics to create an original animated short. The culmination of this knowledge will be a final animation project using 2D and/or 3D animation techniques. Students will explore various theories and techniques to complete a professional animation project.

Prerequisite: Advanced 3D Rigging

GRA 4932 Advanced Design Internship
120 hours, 4 credits

In this course, students will apply advanced design knowledge, technical proficiency, and coursework within a professional design workplace. Students will create design projects reflective of upper-level competencies and skill sets under the guidance of a workplace mentor or supervisor. Higher order thinking and transferable skills such as critical thinking, teamwork, and ethics within the design field will foster growth as a professional. The work completed at the internship site will be complemented by weekly course activities such as reflective journaling, analysis papers, peer reviews, business form documentation, and team-based projects to enhance the authentic learning experience for students.

Prerequisite: Expected to be the final upper-level core course completed

GRA 4948 Web Capstone Project
60 hours, 3 credits

Students will apply their accumulated knowledge of web design and interactivity to create a dynamic, interactive, multi-level website. The culmination of this knowledge will be a comprehensive site delivered online utilizing industry-standard development techniques, languages, and interactive components for multiple devices.

Prerequisite: Advanced PHP for E-Commerce

GRA 4953C Internet History and E-Commerce
50 hours, 4 credits

This course focuses on the history and evolution of the Internet including its influence on business applications for government, corporate, and retail sectors. Various topics will be explored including business structures and operations, communications and data-transfer protocols, web browsers, browser development history and compatibility issues, web security, and E-Commerce. Strategies and organizational models for web-based businesses are emphasized, with a focus on the impact of E-Commerce on consumerism, customer relations, advertising, and site maintenance.

Prerequisite: Web Content Management Systems

HIM 1103 Coding Foundations
50 hours, 4 credits

This course provides the foundational aspects of the health information field along with coding and billing for inpatient, outpatient, and physician settings. The focus will be on learning to use all of the code books and encoder software along with coding guidelines and standards to ensure a student is prepared to learn how to code accurately and develop coding skills.

Pre- or co-requisites: Medical Terminology; Structure and Function of the Human Body

HIM 1125 ICD-CM Coding
40 hours, 4 credits

This course provides in-depth study of the International Classification of Diseases-Clinical Modification (ICD-CM) using sample exercises and health records to develop skill and accuracy in assigning codes in various healthcare settings. Students will apply ICD-CM coding guidelines appropriate to the coding situation and will cover diagnostic coding of all body systems. Use of coding and grouper software will be introduced as well as the use of registries and indices.

Prerequisite: Coding Foundations

Pre- or co-requisite: Pathophysiology and Pharmacology for Health Information

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HIM 1126C ICD-PCS Coding**40 hours, 4 credits**

This course provides in-depth study of the International Classification of Diseases-Procedure Coding System (ICD-PCS) using sample exercises and health records to develop skill and accuracy in assigning codes in various healthcare settings. Students will apply ICD-PCS coding guidelines appropriate to the coding situation and will cover procedural coding of all body systems. Use of coding and grouper software will be used as well as the use of registries and indices.

Prerequisite: Coding Foundations
Pre- or co-requisite: Pathophysiology and Pharmacology for Health Information

HIM 1127 Coding Concepts for ICD-10**30 hours, 3 credits**

This course provides in-depth study of the International Classification of Diseases (ICD) 10-PCS (Procedural Coding Systems) and ICD-10-CM (Clinical Modification) using sample exercises and health records to develop skill and accuracy in assigning codes in various healthcare settings. Students will apply ICD-10-PCS and ICD-10-CM coding guidelines appropriate to the coding situation and will cover procedural coding of all body systems.

Prerequisite: Medical Terminology

HIM 1258C 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: Coding Foundations

Pre- or co-requisite: Pathophysiology and Pharmacology for Health Information

HIM 1507 Medical Billing and Insurance**40 hours, 3 credits**

In this course, students will develop knowledge of different components of medical insurance and billing. They will learn skills associated with claim form preparation, processing and submission in addition to an introduction to medical coding. Topics include medical insurance and billing tasks for healthcare systems, programs, and commercial insurance plans within healthcare environments.

Prerequisites: Medical Terminology; Structure and Function of the Human Body; Foundations of Medical Administration

HIM 2000 Introduction to Health Information Management**40 hours, 4 credits**

This course introduces the student to the history of the profession of the health information technician and the management of health information. Students learn about the organization of healthcare facilities, the members of the healthcare team who contribute to and use health information, and trends in the management of healthcare 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

HIM 2133 Revenue Cycle and Billing**40 hours, 4 credits**

This course will prepare the student to understand the components of the revenue cycle and their interconnectivity. Students will be introduced to common third party payers, insurance terminology and medical billing. Plan options, payer requirements and state and federal regulations relating to the revenue cycle will be examined. They will learn skills including claim form preparation and processing, and electronic claim submission and the management of these revenue cycle processes. The focus will be on accuracy of data collected and data processed for proper and timely payment.

Prerequisite: Medical Terminology

HIM 2214 Pathophysiology and Pharmacology for Health Information**50 hours, 4 credits**

This course provides an exploration of human pathophysiology as well as pharmacology to prepare students for careers in health information. Students will learn concepts and terminology related to the structure, nature and causes of diseases and disorders of the human body. Additionally, students will learn about the diagnostic, preventive and therapeutic application of drugs and procedures used in treatment. Finally, the student will practice identification of key information from the health record related to the diagnosis and treatment of disease in order to support the correct management and coding of a medical record.

Pre- or co-requisite: Structure and Function of the Human Body

Prerequisite: Medical Terminology

HIM 2304 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 healthcare 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.

Pre- or co-requisite: Introduction to Health Information Management

HIM 2410 Health Information Law and Ethics**40 hours, 4 credits**

A study of the impact of the United States legal system and various healthcare regulations and ethics on the health information management environment. Fraud and abuse, patient privacy and confidentiality, protected health information, release of information, and professional practice law and ethics will be explored.

Prerequisite: None

HIM 2429 Health Information Compliance**30 hours, 3 credits**

This course is the study of compliance as it relates to health information management activities. It places focus on integrating the knowledge of federal and state laws and regulations and compliance requirements to assess compliance programs usefulness in identifying organizational compliance in areas such as HIPAA, Stark Laws and fraud and abuse. Topics covered will be compliance programs, policy development, fraud surveillance, risk management, quality improvement, patient safety, accreditation/licensure processes and training programs. This course will prepare students to be able to collaborate in preparing for, analyzing and adhering to compliance and regulatory requirements related to health information management within a healthcare organization.

Prerequisite: Health Information Law and Ethics

HIM 2588 Healthcare Data Management and Statistics**50 hours, 5 credits**

This course is the study of the calculation, analysis, and management of healthcare data and statistics. It places focus on the general principles of hospital statistics, use of internal and external healthcare data, research techniques, data presentation, and data management. Topics will include basic statistical principles and calculations, applications of policies and procedures related to data, research methodologies, software and graphical tools, analysis techniques, and data governance principles. This course will prepare students to apply and interpret healthcare statistics, utilize research techniques to gather and interpret healthcare data, prepare reports and graphs, analyze data for healthcare operations, and effectively manage the standardization, storage, and use of data.

Prerequisite: Introduction to Health Information Management

HIM 2652 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.

Prerequisite: Introduction to Health Information Management

HIM 2942 ICD-10 Coding Practicum**30 hours, 1 credit**

This course offers a simulated practical experience utilizing medical records and coding software in an online setting under the direction of a coding instructor.

Prerequisite: Ambulatory Care Coding; ICD-CM Coding

Pre- or co-requisite: ICD-PCS Coding

HIM 2943 Health Information Professional Practicum**60 hours, 2 credits**

A simulated practical experience exploring a virtual hospital and clinic and using software and practical simulation assignments to experience real-world situations within HIM and other hospital departments. The practicum allows students to gain experience as a health information technician in a simulated healthcare work setting, and is essential to training and certification.

Prerequisites: Healthcare Data Management and Statistics; Healthcare Information Technologies; Expected to be the final lower-level core course completed

HIM 2956 Health Information Technician Capstone**20 hours, 3 credits**

A review of the content and resources of the HIT program as it relates to preparation for the national RHIT exam. Includes review, practice exam questions, timed practice exams as well as an assessment of the student's achievement of the entry level competencies demonstrated through a capstone project and an assessment tool.

Pre- or co-requisite: Health Information Professional Practicum; Expected to be the final lower-level core course completed

HIM 3001 Information and Communication Technologies**40 hours, 4 credits**

This course is an exploration of the technologies available to manage all aspects of health information and communication, including hardware and software to ensure data collection, storage, analysis and reporting of information. Students will explore the development of networks, including Intranet and Internet applications to facilitate the electronic health record. Interpretation of the derivation and use of standards to achieve interoperability of healthcare information systems will be explored.

Prerequisite: Program admission

HIM 3105 Health Information Management Systems**40 hours, 4 credits**

A study of the various clinical, administrative, and specialty service applications used in healthcare organizations are emphasized. This course applies information systems development concepts and interprets the systems development life cycle. Existing and emerging healthcare information systems applications will also be explored.

Prerequisite: Program admission

HIM 3202 Data, Information, and File Structures**60 hours, 4 credits**

A lab-based environment to apply knowledge of database architecture and design such as data dictionary, data modeling, and data warehousing to meet organizational needs. Database management systems, data administration, and data definitions will be explored and students will utilize data storage and retrieval techniques such as query tools, data mining, report design, and search engines.

Prerequisite: Program admission

HIM 3304 Financial Management of Health Information Services**40 hours, 4 credits**

An exploration of healthcare finance principles required to manage a health information management department or project. Accounting, cost accounting, budgeting, financial reports, financial management, cost benefit analysis, capitation, and cost containment techniques are introduced.

Prerequisite: Program Admission

HIM 3412 Project Management**40 hours, 4 credits**

An exploration of the application of general principles of project management in the administration of health information services. Students will learn to implement process engineering and project management techniques to ensure efficient work flow and appropriate outcomes.

Prerequisite: Program admission

HIM 3522 Electronic Health Record Application**70 hours, 4 credits**

A lab-based course focusing on the use and application of electronic health records. Projects will be completed to simulate real-world activities that occur in the health information department and healthcare facility that will require critical thinking and problem solving.

Prerequisite: Program admission

HIM 3644 Reimbursement Methodologies**40 hours, 4 credits**

A study on managing the use of clinical data required in prospective payment systems and other reimbursement systems in healthcare. Topics will include compliance strategies and reporting, chargemaster management, casemix management, the audit process, and the National Correct Coding Initiative. Students will explore payment systems such as PPS, DRGs, APCs, RBRVS, and RUGs.

Prerequisite: Program admission

HIM 3710 Advanced Quality Management in Healthcare**40 hours, 4 credits**

This course examines facility-wide quality management and continues quality improvement models, processes, methods and tools for healthcare organizations. Emphasis will be on the evaluation of these methods and tools in the demonstration of the effectiveness and outcomes of healthcare and improvement of patient care, quality of services, safety and reduction of risk. Disease management processes, outcomes measurement, benchmarking, patient and organization safety and utilization and resource management will be included. The relationship between healthcare quality, organizational performance, and the role of governing and accrediting bodies in healthcare quality will be studied. The history of quality management and future trends, including the role of health information management will be explored.

Prerequisite: Program admission

HIM 3810 Human Resource Management in Health Information**40 hours 4 credits**

Students will study human resource principles in the management and supervision of human capital within various healthcare organization settings, including specific evaluation an application of human resources within and relating to the health information management functions. Students will have a broad exposure to approaches, techniques and future trends in the management of personnel in healthcare. The course includes a study of

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employment laws, workforce education and training, performance standards and evaluation, job analysis, labor analytics, benchmarking, trends and market analysis, wage and salary administration, human resource budget analysis, contract management, ergonomic principles and cost benefit analysis of human resource needs.

Prerequisites: None

HIM 3910 Healthcare Statistics and Reporting
40 hours, 4 credits

This course will enable the student to apply commonly utilized healthcare statistical formulas and descriptive and inferential statistics in the analysis of healthcare data. Students will be able to understand the availability of computerized statistical packages and evaluate effective data collection, data interpretation, reporting and presentation techniques for healthcare and patient care related studies, including those related to quality, utilization and risk management. Research design and methods such as qualitative, quantitative, evaluative and outcomes will be applied. An understanding of epidemiology and the utilization of vital statistics in the healthcare environment will be examined. Analysis of the national guidelines regarding human subject research will be explored within the context of the Institutional Review Board process at healthcare organizations.

Prerequisites: None

HIM 4003 Electronic Data Security
40 hours, 3 credits

A study of data protection methods and monitoring including physical, technical, and managerial safeguards. Risk assessment, audit and control programs, contingency planning, and data recovery is included. Internet, web-based, and e-health security is explored. Students will learn to enforce confidentiality and security measures to protect electronic health information and protect data integrity and validity.

Prerequisite: Program admission

HIM 4115 Applied Research in Health Information Management
40 hours, 4 credits

Students will complete a research project specific to HIM and will present their research to classmates and instructors using a webinar environment. Data analysis and presentation techniques will be used. Topics explored will be in adherence to Institutional Review Board processes and policies, research design and methods, knowledge-based research techniques, research protocol data management, and national guidelines regarding human subject's research.

Prerequisite: Healthcare Statistics and Reporting

HIM 4276 Health Information Management Professional Practice Experience
120 hours, 4 credits

A 120-hour practical experience that focuses on the management of an HIM department. This field experience will take place in a hospital or medical center setting supervised by an HIM director or supervisor. The experience will include operational and managerial experience and an administrative project that will benefit the clinical site. The instructor will work with the student to identify facilities that are available in the student's area of interest and will establish an agreement with the facility if one does not exist.

Prerequisite: Must be completed in the student's final quarter

HIM 4354 Strategic Planning and Development
40 hours, 4 credits

An exploration of the principles of developing strategic and operational plans for facility-wide systems and how to assess organization-wide information needs. Students will demonstrate and apply principles of organization behavior to facilitate team building, negotiation and change management. Strategic leadership, entrepreneurialism, and benchmarking will be explored.

Prerequisite: Management of Health Information Services

HIM 4360 Health Data Management
20 hours, 2 credits

This course addresses the fundamental concepts of managing health records both manually and electronically in today's healthcare facilities. This course introduces students to the practice of health information management, focusing on the content and structure of patient-identifiable data and information. This covers management issues related to paper-based record systems, including clinical documentation issues, medical word processing as a tool for documentation, forms design, storage and retrieval systems, and chart tracking. Secondary records such as indexes and registries are covered in this course, along with an exploration of data sources, data capture, healthcare information infrastructure and documentation requirements. In this course, students analyze healthcare data sets (such as the HEDIS, UHDDS and OASIS), including the history, purpose and uses of each.

Prerequisite: Program admission

HIM 4537 Health Information Management Alternative Facility Professional Practice Experience
30 hours, 1 Credit

This course is a 30-hour practical experience that will focus on a non-hospital environment of the student's choice. This experience is designed to assist students in exploring the diversity of the health information profession. The experience will include health information-related shadowing, observation, and/or performance of tasks and must be approved by the instructor. The instructor will work with the student to identify facilities that are available in the student's area of interest and will establish an agreement with the facility if one does not exist.

Prerequisite: Must be completed in the student's final quarter

HIM 4610 Advanced Health Information Law and Ethics
40 hours, 4 credits

This course presents an advanced analysis of the impact of the United States legal system and various healthcare laws, regulations, and standards on the healthcare organization, patient and health information management environment and infrastructure. Patient privacy, confidentiality, security principles, identity management, protected health information, access and disclosure of personal health information including e-discovery, legal health records, personal health records, compliance programs, information security and privacy training programs will be studied. Professional certification, ethical practices and issues as well as bioethical issues and their impact on the legal health record will be explored.

Prerequisite: Program admission

HSA 1022 Foundations of Medical Administration
40 hours, 4 credits

This course will explore the scope and dynamics of a career in medical administration and the skills necessary to be successful both in the Medical Administrative Assistant program and profession. This course will emphasize professionalism, communication, and medical terminology. The importance of maintaining patient privacy and handling patient situations ethically and professionally will be developed.

Prerequisite: Medical Terminology

HSA 1050 Customer Service in Healthcare
10 hours, 1 credit

This will prepare students to deliver outstanding customer service in a healthcare setting by providing them with an understanding of the factors that influence the perceptions of external and internal customers. Topics covered in this course include the psychology of patients, customer service in a diverse world, listening skills and effective communication techniques.

Prerequisite: None

HSA 1146 Technology Today for Medical Administration
40 hours, 3 credits

In this course, students will learn how to utilize computer software to register patients, record accurate patient information, and enter insurance information into the Electronic Health Record (EHR). Topics will include managing code diagnoses and procedures for reimbursement using the tools in the EHR. Students will also learn the essential skills needed to work with the patient schedule by scheduling appointments, cancelling appointments, and tracking patients. This course will also cover patient privacy and data security.

Prerequisite: Medical Terminology Foundations of Medical Administration

HSA 1683 Exploring Healthcare Systems
30 hours, 3 credits

This course provides an overview of healthcare systems and the changing landscape of healthcare access. Topics include analyzing professional specialties, insurance trends and changing roles within medical administration. Students will also apply skills towards working with diverse populations.

Prerequisite: Foundations of Medical Administration

HSA 2117 US Healthcare Systems
40 hours, 4 credits

This course provides an overview of the United States healthcare system. The history of the evolution of healthcare will be explored, along with the role of local, state, and federal government in healthcare delivery. An introduction to a variety of provider models and service delivery systems found in both private and public healthcare facilities will be covered, including different types of healthcare facilities. The influence of reimbursement methodologies and finance on healthcare delivery will be explored.

Prerequisite: None

HSA 2264 Administrative Medical Assistant Practices
30 Hours, 3 Credits

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

Prerequisite: None

HSA 2851 Practice and Professionalism in Healthcare
30 hours, 3 credits

In this course, students will practice and develop skills in professionalism specific to the healthcare field. Students will understand and identify the importance of patient support services and will analyze ways provide comprehensive service to patients. Students will be able to identify methods for practicing effective customer service in medical environments including applying knowledge in confidentiality and health information privacy. Topics include examining possible opportunities for career advancement and growth within the field.

Prerequisite: Foundations of Medical Administration; Expected to be the final lower-level core course completed

HSA 2918 Healthcare Administrative Office Procedures
30 hours, 3 credits

This course will provide an overview of the administrative tasks that occur in the front office of a medical facility. Topics covered include telephone skills, applications of the electronic health record (EHR), creating and maintaining medical records, and basic business and bookkeeping skills.

Prerequisite: None

HSA 3109 Foundations of Managed Care
40 hours, 4 credits

In this course, students will analyze controversial issues surrounding the managed-care delivery system, focusing on theory and the foundational concepts of managed care.

Prerequisite: Introduction to Healthcare Administration

HSA 3110 Introduction to Healthcare Administration
40 hours, 4 credits

This course provides an exploration of the administrative principles and practices within healthcare organizations. Emphasis is placed on organization, structure, and operation of healthcare facilities. Management principles will be applied to case studies of healthcare industry scenarios.

Prerequisite: None

HSA 3170 Financial Management of Healthcare Organizations
40 hours, 4 credits

This course focuses on healthcare finances, assets, cost concepts, capital budgeting, and general principles of accounting applied in the healthcare environment. Students will discuss the development and management of department budgets, and the common sources of healthcare revenues and expenses.

Prerequisites: None

HSA 3215 Healthcare Marketing
30 hours, 3 credits

This course will focus on the role of marketing within a healthcare organization. Marketing has become the centerpiece that brings together quality improvement performances on a national and global scale. Students will explore the purpose of marketing as well as the concepts, tools, and skills used to help organizations reach their intended market share.

Prerequisite: None

HSA 3383 Quality Improvement in Healthcare
40 hours, 4 credits

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

Prerequisite: None

HSA 3422 Regulation and Compliance in Healthcare
40 hours, 4 credits

This course is an exploration of the many entities that regulate healthcare delivery, from local, state, and federal government to the accreditation agencies of healthcare organizations. Issues and methods for compliance with the many laws and regulations are examined. The course provides an overview of the impact of regulatory agencies on the operation of healthcare facilities. Corporate ethics and responsibilities and the operation of healthcare as a business is explored.

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

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**HSA 4110 Healthcare Operations Management
40 hours, 4 credits**

In this course students examine the operations of managing people, information technology, materials and facilities in the healthcare industry.

Prerequisites: None

**HSA 4150 Healthcare Planning
and Policy Management
40 hours, 4 credits**

This course provides a study of current healthcare-policy issues affecting the U.S. healthcare system and the politics that drive policy and planning of healthcare delivery. The influence of participants outside the healthcare industry and the various levels of government involved in policymaking will be examined. Economic theory, trends, and the future of healthcare will be explored.

Prerequisite: Introduction to Healthcare Administration

**HSA 4124 International Healthcare
40 hours, 4 credits**

In this course, students will compare and contrast foreign healthcare services and systems, focusing on cultural, geographic, environmental, economic and political factors.

Prerequisite: Introduction to Healthcare Administration

**HSA 4191 Healthcare Information Systems
40 hours, 4 credits**

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

Prerequisites: None

**HSA 4210 Advanced Healthcare Law and Ethics
40 hours, 4 credits**

This course examines ethical theories and the principles of bioethics. Students will analyze these theories and principles and apply them to ethical problems in the healthcare field. This course includes educational resources from Harvard Business Publishing.

Prerequisite: None

**HSA 4922 Healthcare Management Capstone
30 hours, 3 credits**

This online course is designed to allow students to integrate the knowledge and skills gained in the Healthcare Management BS program. Through case analysis, class discussion, and a research project, students will synthesize and demonstrate their understanding of core healthcare-management concepts via completion of a Capstone project approved by the instructor.

Prerequisites: Expected to be the final upper-level core course completed

**HSA 4940 Healthcare Management Internship
70 hours, 3 credits**

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

Prerequisite: None

**HSC 1531 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

**HSC 2641 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 healthcare 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

**HSC 3010 Contemporary Health and Wellness
40 hours, 4 credits**

In this course students will explore the field of contemporary health and wellness, and become familiar with the variety of therapeutic methods offering holistic alternatives for patient care. Students will study the foundations and systems pertaining to health and wellness, preparing the student for health and wellness advocacy.

Prerequisite: None

**HSC 3145 Therapeutic Communication and
Patient Services
40 hours, 4 credits**

This course introduces students to the roles of communication, compassion and decision-making in healthcare. Students will identify and explain the techniques and barriers to effective communication that enhance patient interaction. Students will focus on therapeutic communication, alternative and complementary approaches to healthcare and their roles in supporting patient privacy and dignity.

Prerequisite: None

**HSC 3258 Multidisciplinary Medical Practices
40 hours, 4 credits**

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

Prerequisite: None

**HSC 3371 Health Education and Training
40 hours, 4 credits**

This course examines health and wellness education and focuses on opportunities within the healthcare field to support wellness and prevention through patient education. Students will explore evidence based practices, community health and disease management. Emphasis will be placed on examining and applying technologies necessary in delivering patient education to promote public health, preventative health and individual wellness.

Prerequisite: None

**HSC 3485 Healthcare Advocacy
40 hours, 4 credits**

This course provides the knowledge, skills, and understanding necessary to act as a healthcare advocate for patients, diverse clients and special populations across the life span. Students will evaluate different barriers to healthcare, patient rights, health justice and behaviors related to promoting health and disease prevention. Students will also identify the role of cultural beliefs in relation to health practices and social services.

Prerequisite: None

**HSC 4009 Healthcare and Aging
40 hours, 4 credits**

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

Prerequisite: None

**HSC 4125 Behavioral Health
40 hours, 4 credits**

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

Prerequisite: None

**HSC 4290 Health and Wellness Capstone
30 hours, 3 credits**

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

Prerequisite: Expected to be the final upper-level core course completed

**HSC 4500 Epidemiology
40 hours, 4 credits**

This course examines the patterns and causes of disease in populations, how diseases are documented, and how to analyze the data to understand disease causes.

Prerequisite: None

**HUM 2023 Humanities
40 hours, 4 credits**

This course investigates human creative achievement. It is designed to increase the student's understanding and appreciation of cultural literacy and the pursuit of humanitarian goals. Representative disciplines may include art, music, literature, architecture, drama, and philosophy.

Prerequisite: None

**HUS 1001 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

**HUS 1320 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

**HUS 1551 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, intellectual disabilities, autism, and Asperger's syndrome.

Prerequisite: Introduction to Human Services

**HUS 2540 Community Psychology
40 hours, 4 credits**

Community Psychology focuses on the four systems that 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: General Psychology

**HUS 2712 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 how to build a strong ethical organization through culture, climate, and structure.

Prerequisites: Case Management: Strategies for Rehabilitation; Counseling Clients

**HUS 2937 Internship for Human Services
250 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: Expected to be the final lower-level core course completed

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HUS 2955 Human Services Capstone
50 hours, 5 credits

This course will provide students with an opportunity to integrate learning, skills, and knowledge from the Human Services program in the form of a capstone project. Contemporary issues and future trends will also be analyzed.

Prerequisite: Expected to be the final lower-level core course completed

HUS 3000 Ethics and Professionalism in Human Services
4 credits, 40 hours lecture

In this course, students will practice upholding ethical and professional standards within human services. This includes accurately and honestly documenting interactions with clients, adhering to rules of mandated reporting, and protecting clients' confidentiality. Practice also includes creating and maintaining professional boundaries with clients and coworkers. This also includes contributing to a positive and professional working environment within the field.

Prerequisite: None

HUS 3025 Interpersonal Relations for Helping Professions
4 credits, 40 hours lecture

In this course, students will develop a broader perspective on human services as a strategic, ethical leader. They will practice designing programs and implementation and evaluation plans to address a community need. They will also practice maintaining the responsibilities of a human services leader including managing individuals and supporting operational aspects of an agency. Finally, they will also work on addressing stakeholder needs and maintaining a solid reputation of an agency within their community.

Prerequisite: None

HUS 3110 Human Development Throughout the Lifespan
4 credits, 40 hours lecture

In this course, students will use human development theories to explain how individuals develop and adapt theories to work with individuals one on one and in groups. Practice includes observing individuals and contextualizing their development histories using human development theory and identifying their development needs and gaps. Students will also identify how different variables such as the environment and culture impact a variety of types of development including physical, emotional, and psychosocial human development.

Prerequisite: None

HUS 3120 Human Sexuality
4 credits, 40 hours lecture

In this course, students will develop an awareness of historical, current, and cross-cultural perspectives on human sexuality. They will work through their initial reactions to individuals with different gender identities, sexual orientation, sexual behaviors, and experiences with sexual abuse. They will also acknowledge personal biases that may be barriers to working with others. Finally, they will also practice using effective techniques to address sexuality related needs of clients.

Prerequisite: None

HUS 3130 Theoretical Approaches to Service Delivery
4 credits, 40 hours lecture

In this course, students will explore a variety of theoretical approaches for treatment and intervention service delivery in the human services and use them to address individual client needs. They will practice using approaches for short-term solutions, culturally diverse clients, and behavior change. Students will also practice assessing a human services agency's theoretical approach and creating a plan to prepare themselves to successfully implement the approach in practice.

Prerequisite: None

HUS 3260 Dynamics of Human Ecosystems
4 credits, 40 hours lecture

In this course, students will use an ecological systems perspective to view individuals within the broader context of the different systems they interact such as their family, work, school, community, and society. They will also explain how individual's historical context affects their current situation. Practice includes interacting with individuals to diagram the systems in which they interact and identifying strengths such as support systems to help enable them to make change in their lives.

Prerequisite: Theoretical Approaches to Service Delivery

HUS 3270 Working with Special Populations
4 credits, 40 hours lecture

In this course, students will assess the attributes and needs of diverse populations served by human services such as elderly, children and family, GLBT, homeless, mentally and physically disabled, and ethnically diverse populations. They will also practice adapting strategies and locating resources to address the needs of those populations. They will also assess their own skills and potential challenges working with different populations to help shape their career path in the field.

Prerequisite: None

HUS 3340 Models and Techniques of Effective Helping
4 credits, 40 hours lecture

In this course, students will develop the day to day skills necessary to work one on one with clients. Practice includes building rapport, guiding conversations, and establishing clear boundaries and expectations for relationships with clients. They will also practice self-care by setting goals, acknowledging personal limitations, organizing their time, and creating a support network. They will also practice managing stress using strategies that work best for them to help prevent burnout in the field.

Prerequisite: None

HUS 3350 Applied Human Communication
4 credits, 40 hours lecture

In this course, students will practice using objective and professional verbal and non-verbal language when interacting with clients. This includes managing personal biases and controlling their emotions. Students will also practice creating informed opinions to become professional representatives in the field of human services. They will also practice using clear, concise, objective language to create goals, intervention plans, and document interactions with clients.

Prerequisite: None

HUS 4000 Social Problems and Advocacy
4 credits, 40 hours lecture

In this course, students will assess social problems from multiple perspectives and advocate for societal change to resolve social problems at a local, national, and global level. Perspectives include systems, historical, and sociological perspectives to analyze the root causes of the problem, the institutions and issues that compound the problem, and different ways of viewing and addressing the problem. Students will also practice selecting appropriate advocacy strategies and settings in which to effectively advocate for change.

Prerequisite: None

HUS 4130 Research Methodology in Human Services
4 credits, 40 hours lecture

In this course, students will evaluate research in the human services to determine its validity and applicability to addressing client needs. They will practice using basic research terms to accurately describe field research. They will also practice using basic research methods such as surveys and needs assessments to gather data to address client and community needs. They

will also practice using available data to identify patterns and service gaps within a community.

Prerequisite: Theoretical Approaches to Service Delivery and Dynamics of Human Ecosystems

HUS 4140 Practical Application of Assessment and Evaluation
4 credits, 40 hours lecture

In this course, students will practice completing intake interviews and observations to gather information to assess clients' situation. They will also practice interpreting the information they gathered to identify client needs and document a social history. They will also practice using the Diagnostic Statistical Manual (DSM) to interpret clients' diagnoses and identify needs related to mental health disorders. This course lays the groundwork for practicing developing and implementing intervention plans in the Intervention Plans and Resources course.

Prerequisite: None

HUS 4220 Intervention Strategies and Resources
4 credits, 40 hours lecture

In this course, students will practice enabling clients to move through the stages of change and implement treatment plans to improve the quality of their lives. Practice includes using motivational interviewing strategies to help build self-efficacy and autonomy and to work through any conflicts between clients' values, ideas, and behaviors. Students will also practice collaboratively creating treatment plans with clients. This includes defining goals and priorities, locating appropriate resources, and determining ways to measure progress.

Prerequisite: Practical Application of Assessment & Evaluation

HUS 4230 Administration and Management in Human Services
40 hours, 4 credits

In this course, students will develop a broader perspective on human services as a strategic, ethical leader. They will practice designing programs and implementation and evaluation plans to address a community need. They will also practice maintaining the responsibilities of a human services leader including managing individuals and supporting operational aspects of an agency. Finally, they will also work on addressing stakeholder needs and maintaining a solid reputation of an agency within their community.

Prerequisite: None

HUS 4300 Case Management in Practice
4 credits, 40 hours lecture

In this course, students will practice integrating the skills they need to work effectively with clients as general case workers in human services. They will practice managing multiple complex cases to effectively prioritize and address individual client needs. This practice includes assessing needs, identify strengths, creating appropriate service plans, and coordinating and monitoring progress. It also includes completing documentation to communicate case work. Students will also practice using effective helping skills to manage their cases and effectively address client needs.

Prerequisite: None

HUS 4440 Pathways to Career Success
4 credits, 40 hours lecture

In this course, students will assess their personal values, beliefs, and interests in human services and create a relevant career path for their professional development. Practice includes exploring potential career opportunities and selecting specific populations to serve, needs to address, and settings to work in. They will also create career related goals, assess current strengths and growth opportunities, and identify strategies to address potential challenges they may encounter in the profession.

Prerequisite: None

HUS 4450 Human Services Capstone II
3 credits, 30 hours lecture

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

Prerequisite: Expected to be the final upper-level core course completed

HUS 4460 Internship for Human Services II
3 credits, 30 hours lecture, 100 hours practicum

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

Prerequisite: Expected to be the final upper-level core course completed

IDC 3152 Enterprise Resource Reporting
40 hours, 4 credits

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

Prerequisite: None

IDC 3688 Advanced Relational Databases for Business Applications I
40 hours, 4 credits

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

Prerequisite: None

IDC 4291 Advanced Business Process Management
40 hours, 4 credits

This course is a study of the characteristics and functions of business process management systems as a tool to improve business performance. This course explores the installation of a BPM system and the specialized tools and advanced techniques made available from such a system.

Prerequisite: None

COURSE DESCRIPTIONS

INS 3677 International Leadership and Human Resource Management
40 hours, 4 credits

This course is designed to introduce students to the complexities of the human resource management processes on a global scale. Students learn how to differentiate between domestic and international human resource management. Employee training and development is addressed, including how to assimilate new employees in the global arena.

Prerequisite: None

ISM 2321 Managing Information Security
30 hours, 3 credits

Information security is an issue for IT as well as management. 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.

Prerequisite: Networking Security

ISM 3015 Management of Information Systems
40 hours, 4 credits

Students are introduced to the foundations of management information systems. This includes current trends, fundamental MIS technology concepts, applications for business functions, and management practice. Students will gain exposure to analyzing, utilizing, and supervising integrated management information systems.

Prerequisites: None

ISM 3812 Project Management for IT
40 hours, 4 credits

This course covers the project management aspects of the IT department. Students will learn how to properly apply project management principles within the IT department to properly deploy network and software solutions. Students will utilize project management software for tracking purposes as well as develop their own method of project tracking. Topics such as ITIL principles on project management will also be infused into the content of the course.

Prerequisite: Support Management

LBS 2030 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

LDR 2439 Introduction to Organizational Leadership
40 hours, 4 credits

This course provides students with an opportunity to learn the fundamental theory and practical application of organizational leadership in the context of diversity. Emphasis is placed on a foundation in theoretical concepts and their practical applications to enable students to understand the chaotic and consistently changing world of organizations and help them develop their own skills to become effective leaders.

Prerequisite: None

LIT 2000 Introduction to Literature
40 hours, 4 credits

This course offers an introduction to the most common literary genres: fiction, poetry, drama, and literary non-fiction. Students will study the basic elements of each genre, learn how to compare genres, become familiar with sample texts that illustrate the particularities of each genre, and practice the skills of analyzing and writing about literary texts. Reading and analysis of texts will include a variety of literary forms and periods. Students will engage in approaches to determining literary meaning, form, and value.

Prerequisite: None [English Composition recommended]

LIT 3191 Contemporary World Literature: 1900 to the Present
40 hours, 4 credits

This course explores how authors from around the world have engaged with important themes and historical events throughout the twentieth century. In studying these texts, students will examine the interplay of fiction and history, the varieties of literary style, and the qualities that link as well as distinguish works from different cultures. Students will respond to texts critically in discussion and essays, as well as research critical evaluations of literary topics, authors, etc.

Prerequisite: English Composition

LIT 3382 Modern World Literature
40 hours, 4 credits

This course explores how authors from around the world have engaged with important themes and historical events since the onset of modernism near the start of the twentieth century. Students will examine the interplay of fiction and history, the varieties of literary style, and the qualities that link as well as distinguish works from different cultures. Students will respond to texts critically in discussion and essays, as well as research critical evaluations of literary topics, authors, et cetera.

Prerequisite: None

MAC 1106 Advanced Algebra
50 hours, 5 credits

Students will learn about topics including functions and functional notation, domains and ranges in relation to functions, graphing functions and relations, and various function operations. Students will be able to solve linear equations and inequalities as well as quadratic equations and higher-order polynomial equations. This course will review algebraic technique as well as polynomials, factoring, exponents, roots, and radicals.

Prerequisite: Satisfactory score on placement exam

MAN 1300 Introduction to Human Resource Management
40 hours, 4 credits

This course is an introduction to the management and leadership of an organization's human resources. It explores the importance of establishing or administering the goals, policies, and procedures of the organization. Topics discussed include: communication, employee benefits, interview techniques, motivation, safety, hiring, discipline, and employment guidelines.

Prerequisite: None

MAN 2021 Principles of Management
40 hours, 4 credits

Students enrolled in this course will develop managerial skills and insights by studying management practices. In addition, they will develop an understanding of the manager/employee relationship and the legal and ethical issues that impact these relationships.

Prerequisite: None

MAN 2062 Business Ethics
40 hours, 4 credits

This course presents an examination of current moral and ethical issues that arise in the world of business, as well as an analysis of the main theories of moral obligation, right and wrong action, and good and bad values.

Prerequisite: None

MAN 2793 Introduction to Functional and Project Management
40 hours, 4 credits

This course examines various management roles and how they interrelate within organizations by analyzing the daily tasks and responsibilities within each management role. The course compares how divisional managers lead teams, investigates cross-functional team relations and discusses the importance of developing project management skills within various management disciplines.

Prerequisite: None

MAN 3040 Principles of Management II
40 hours, 4 credits

Through theory, self-analysis, and analysis of others, this course provides students with the knowledge, skills, and attitudes needed to become an effective manager. Specific topics covered include managing stress; solving problems; coaching, influencing, and motivating others; team-building; and leading change. This course includes educational resources from Harvard Business Publishing.

Prerequisite: Principles of Management

MAN 3122 Hiring, Developing, and Managing High-Performing Employees
40 hours, 4 credits

Employees are a business' most important asset. In this essential course, students learn how to recruit and hire top performers and provide them with the coaching and professional development they need to become rockstar employees. Students will also focus on developing workplace policies that help provide a safe and empowering environment for employees. Students will learn the skills and knowledge required to build a human resources strategy and business plan.

Prerequisite: None

MAN 3175 Applied Management Principles
40 hours, 4 credits

This course will review foundational management skills and insights derived from the study of management practices. Through theory, self-analysis, and analysis of others, this course provides students with the knowledge, skills, and attitudes needed to become an effective manager. Specific topics covered include managing stress; solving problems; coaching, influencing, and motivating others; team-building; and leading change.

Prerequisite: None

MAN 3322 Human Resource Information Systems
40 hours, 4 credits

This course examines the role of human resource information systems in today's organizations and human resource departments. Key areas of focus include human resource information systems design, acquisition, and implementation. The role of these systems in talent acquisition and management is also examined.

Prerequisite: None

MAN 3429 Modern Human Resource Management
40 hours, 4 credits

This seminar course introduces students to timely human resources topics: helping organizations manage workforce planning related to mergers and acquisitions, outsourcing and offshoring as a workload planning strategy, and sustainability and corporate social responsibility.

Prerequisite: Introduction to Human Resource Management

MAN 3504 Operations Management
40 hours, 4 credits

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

Prerequisite: None

MAN 3668 Strategic Human Resource Management
40 hours, 4 credits

This course is designed to teach students how to integrate the human resources function with an organization's overall strategic planning process. Students will learn how to establish human resources goals and objectives in the context of an organization's business goals to help increase employee performance and satisfaction. Strategies for creating a culture that values innovation and competitiveness will also be explored.

Prerequisite: None

MAN 3710 Law and Ethics for the Human Resource Professional
40 hours, 4 credits

This course introduces students to the world of law and ethics. This is a broad area and is specific only to Human Resources. Students are able to work with real-world scenarios and company situations to assess for compliance and ethical behavior. Finally, students apply various types of decision-making models for effective practice and strategic planning.

Prerequisite: None

MAN 4055 Workforce Performance and Talent Management
40 hours, 4 credits

This course examines strategies and techniques for developing and managing employees to help institutions create a competitive workforce. Students will learn how to work with employees on how to build a successful career through an institution's performance appraisal and professional development processes.

Prerequisite: None

MAN 4128 Workforce and Labor Relations Management
40 hours, 4 credits

This course examines the context of workforce and labor relations management, the collective bargaining process and labor contracts. Students will learn how to establish a bargaining unit, negotiate and implement a collective bargaining agreement, and participate in the arbitration process.

Prerequisite: None

COURSE DESCRIPTIONS

MAN 4143 Contemporary Leadership Challenges
40 hours, 4 credits

This seminar course examines current issues within the management field. This course is highly interactive in that both students and faculty are actively engaged in researching, presenting, and discussing course materials. In addition to gaining in-depth exposure to a current key topic in the field, students learn to become active and effective members of a professional learning community.

Prerequisite: None

MAN 4240 Organizational Behavior Analysis
40 hours, 4 credits

This course is designed to explore human behavior in work settings from an interdisciplinary perspective. The following topics will be studied and analyzed from a management perspective: organizational structure, leadership, power, conflict management, individual and group dynamics, motivation, morale, and communication.

Prerequisite: None

MAN 4320 Human Resource Recruitment and Selection
40 hours, 4 credits

This course introduces students to the basic principles and techniques of staffing the workplace. Students will analyze theories and strategies utilized in staffing, planning, recruiting, and selection and performance assessment.

Prerequisite: None

MAN 4330 Compensation Administration
40 hours, 4 credits

This course addresses tangible and intangible compensation and the use of compensation to motivate and reward employee performance. The course also covers job analysis, job description, and job evaluation on the basis of compensable factors as well as designing an equitable pay structure. In addition, students analyze the influence of unions and government in determining the compensation of the labor force, including compensation of both hourly workers and managerial employees.

Prerequisite: None

MAN 4441 Negotiation and Conflict Management
40 hours, 4 credits

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

Prerequisite: Organizational Behavior Analysis

MAN 4572 Instructional Design, Training & Development, and Learning
40 hours, 4 credits

In this course, students apply the knowledge and skills they have learned in the Human Resource and Organizational Leadership Bachelor of Science degree to a real-world business scenario. Key areas of focus include: strategic human resource management, organizational leadership, workforce performance, compensation and benefits, employment law, corporate social responsibility, workplace health, safety and security, employee engagement and motivation, needs analysis, metrics, and training and development. This course is designed to be taken at the end of the program.

Prerequisite: None

MAN 4602 International Business
40 hours, 4 credits

This course provides management students with an introduction to international economic, political, cultural and business environments. Students will develop a basic understanding and appreciation of the myriad factors involved in managing people within a global workforce.

Prerequisite: None

MAN 4679 Performance-Based Training and Instructional Design
40 hours 4 credits

This course is designed to introduce students to the field of instructional design. Theories of instructional design are covered, with an emphasis on the systematic approach to learning and instruction. Students will transfer the learning to a project, demonstrating an understanding of key instructional design concepts: analysis, design, development, implementation, and evaluation.

Prerequisite: None

MAN 4701 Leading Change
40 hours 4 credits

This course will focus on the impact of change in an organizational setting. Various change management models will be explored, providing students with a foundation for approaching change and developing effective skills and techniques to perform in the workplace when change occurs. Students apply business concepts to real-world case study examples and determine strategies for bringing constructive change to an organization.

Prerequisite: None

MAN 4720 Strategic Management
40 hours, 4 credits

This course is designed to integrate prior business courses through study, discussion, and creation of strategic management plans. Students will evaluate the key functions of organizations and integration of these functions to understand the best practices used to achieve competitive advantages. Topics will include strategic formulation, implementation, and evaluation.

Prerequisite: None

MAN 4845 Leadership and Teams
40 hours 4 credits

This course provides an applied approach to leadership, team building, collaboration, and conflict resolution. Students will understand and apply these concepts to workplace settings. Students will develop structures, processes, and strategies to create and maintain effective teams. Gender, culture, individuality, and telecommuting in team dynamics will also be explored.

Prerequisite: None

MAN 4900 Management Capstone
30 hours, 3 credits

In this course, students analyze, synthesize, evaluate, and create new knowledge by reviewing, contemplating, and applying theoretical concepts studied throughout their degree in creating a solution for an actual management need. This course is designed to be taken during the student's last quarter.

Prerequisite: Expected to be the final upper-level core course completed

MAN 4926 Human Resource Management Capstone
20 hours 2 credits

In this course students apply the knowledge and skills they have learned in the Human Resource and Organizational Leadership Bachelor of Science Degree to a real-world business scenario. Key areas of focus include: strategic human resource management, organizational leadership, workforce performance, international leadership and human resources, compensation, and employment law. This course is designed to be taken at the end of the program.

Prerequisite: Expected to be the final upper-level core course completed

MAN 4990 Human Resource Management Internship
40 hours, 2 credits

MAN 4990 Lecture (10 hours, 1 credit)

MAN 4990LL Internship (30 hours, 1 credit)

In this course, students take on the role of consultant to apply the knowledge and skills they have learned in the Human Resource and Organizational Leadership Bachelor of Science degree to a real-world business scenario. Key areas of focus include: strategic human resource

management, organizational leadership, workforce performance, compensation and benefits, employment law, corporate social responsibility, workplace health, safety and security, employee engagement and motivation, needs analysis, metrics, and training and development. This course is designed to be taken at the end of the program.

Prerequisite: Human Resources and Organizational Leadership Bachelor's student in last or second-to-last quarter

MAN 4991 Human Resource Project Capstone
20 hours, 2 credits

In this course, students apply the knowledge and skills they have learned in the Human Resource and Organizational Leadership Bachelor of Science degree to a real-world business scenario. Key areas of focus include: strategic human resource management, organizational leadership, workforce performance, compensation and benefits, employment law, corporate social responsibility, workplace health, safety and security, employee engagement and motivation, needs analysis, metrics, and training and development. This course is designed to be taken at the end of the program.

Prerequisite: Human Resources and Organizational Leadership Bachelor's student in last or second-to-last quarter

MAR 2011 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 markets and organizational buying behavior, market research techniques, fundamental pricing concepts, marketing channels and logistics, integrated marketing communications, and marketing's role in electronic commerce.

Prerequisite: None

MAR 2374 Online Multimedia 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 newest communication tools, this course will also address creating and evaluating proposals, media purchasing and online public relations.

Prerequisite: Internet Business Models and E-Commerce

MAR 2873 Public Relations and Advertising Strategies
40 hours 4 credits

Students examine the similarities and differences between public relations, advertising and promotional marketing and how to differentiate between a target audience and a target market. Marketing interactions with associated stakeholders, including current and new customers; shareholders; the media; financial and industry analysts will be explored. Other parts of the enterprise, such as senior management and marketing, finance, and human resources departments are studied.

Prerequisite: Principles of Marketing

MAR 3295 Internet Marketing, Public Relations and Social Media
40 hours, 4 credits

This course is designed to give students an in depth understanding of emarketing strategies and techniques and how to apply them to help organizations achieve their online sales and marketing objectives. Key areas of focus include email marketing, social media, and online PR.

Prerequisite: None

MAR 3592 Strategic Sales and Sales Management
40 hours 4 credits

Students will examine strategies and relationships that relate to the job of managing an effective sales force. A concentration on developing a sales force program and managing strategic account relationships will be applied. The focus on sales management will allow students to explore team development, diversity in the work force, problem-solving skills, and financial issues.

Prerequisite: None

MAR 3817 Search Engine Optimization and Marketing Strategies
40 hours, 4 credits

This course is designed to give students an in-depth understanding of search engine optimization and search engine marketing strategies and techniques. Application of key word strategies, local, and offpage search engine optimization techniques, developing an account structure, identifying differences in black hat/white hat philosophies, and defining success metrics are examined. Students will also gain hands-on experience developing and optimizing campaigns.

Prerequisite: None

MAR 4239 Marketing and Product Management
40 hours 4 credits

Students will explore the amalgamation of marketing and product management. The applications-oriented focus will allow students to develop a marketing plan with a concentration on product lifecycle management and customer relationship management. Students will apply theory and concepts in the areas of marketing, management, economics, as well as finance in the marketing planning process.

Prerequisite: None

MAR 4355 Web Analytics
40 hours, 4 credits

This course teaches the fundamentals of how to use web analytics concepts, tools, and techniques to harness the power of an organization's website to create measurable business value, increase customer retention, and build customer loyalty.

Prerequisite: Search Engine Optimization and Marketing Strategies

MAR 4582 Internet Law
40 hours, 4 credits

This course gives students an in-depth understanding of Internet law and how it applies to online commerce and today's business transactions.

Prerequisite: Business Law

MAR 4806 Marketing Capstone
20 hours 2 credits

In this course students apply the knowledge and skills they have learned in the Marketing Bachelor of Science Degree to a real-world business scenario. Key areas of focus include: public relations and advertising, internet marketing, consumer behavior, website development for business professionals, and sales management. This course is designed to be taken at the end of the program.

Prerequisite: Expected to be the final upper-level core course completed

COURSE DESCRIPTIONS

MAT 1222 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 Developmental Education coursework or placement determined by Rasmussen College entrance placement exam score

MAT 1402 General Education Mathematics**40 Hours, 4 credits**

This course introduces students to topics from modern mathematics that are relevant to everyday life and not typically covered in the standard college math sequence. Students will be exposed to a variety of mathematical tools from diverse branches of mathematics. They will utilize these tools to solve interesting real-world problems. Topics may include, but are not limited to, game theory, graph theory, the mathematics of growth, applications of geometry, probability, and statistics.

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

MAT 3172 The Mathematics of Games**40 hours, 4 credits**

An introduction to the mathematics of games. Math topics may include, but are not limited to, probability, statistics, and introductory game theory.

Prerequisite: None

MCB 2289 Introduction to Microbiology**70 hours, 5 credits****MCB 2289 Lecture (30 hours, 3 credits)****MCB 2289L Lab (40 hours, 2 credits)**

This course provides an introduction to microbiology that emphasizes effects of microorganisms on human systems. Topics include microbial cell structure, function and metabolism; requirements for and control of growth; genetics, mutations, and biotechnology; a survey of bacteria, viruses, algae, fungi, protozoa and helminths; interactions with and impact of microbes on humans, including mechanisms of pathogenicity.

Prerequisite: None

MEA 1243 Pharmacology for the Allied Health Professional**40 hours, 4 credits**

This course is designed for a variety of allied health programs requiring an understanding of pharmacology. It attempts to present a basic rationale for understanding current drug therapy. This course presents drugs according to their therapeutic applications. Pertinent physiology and related diseases are reviewed before the pharmacology of the drug is discussed. The approach by body system in this course serves to provide the necessary background information and to refresh the student's memory of previously learned material through which the therapeutic action of the drugs can be clearly understood.

Prerequisites: Medical Terminology; Human Anatomy and Physiology I, or Structure and Function of the Human Body

MEA 1350 Fundamentals in Clinical Techniques**100 hours, 6 credits****MEA 1350 Lecture (20 hours, 2 credits)****MEA 1350L Lab (80 hours, 4 credits)**

In this course, students will begin to develop and apply skills in injections, phlebotomy, and basic vital signs. They will begin to understand reasoning and sequencing of immunizations, basic lab functions, and applied lab skills as well as learn basic CPR. In addition, students will recognize proper techniques in providing efficient patient care within a clinical setting and applied knowledge of basic laboratory coding.

Prerequisite: None

MEA 1460 Clinical Laboratory Applications & Diagnostic Procedures I**100 hours, 6 credits****MEA 1460 Lecture (20 hours, 2 credits)****MEA 1460L Lab (80 hours, 4 credits)**

In this course, students will begin to develop and apply learned patient care assessment, procedures, diagnosis, and treatments within clinical departments to include Internal Medicine, Geriatrics, Pediatrics, Urology, Cardiology, Endocrinology, Special Needs and Disability patient care. In addition, students will recognize proper assessment and utilize basic skills in working with patients dealing with a terminal illness in addition to identifying the psychological states of death or dying. In this course, students will also learn basic procedural coding, where applicable.

Prerequisite: Fundamentals in Clinical Techniques, Medical Terminology, and Structure and Function of the Human Body

MEA 1570 Clinical Laboratory Applications & Diagnostic Procedures II**100 hours, 6 credits****MEA 1570 Lecture (20 hours, 2 credits)****MEA 1570L Lab (80 hours, 4 credits)**

In this course, students will begin to develop and apply learned applied skills and procedure technique within Pulmonary, Audiology, and Ophthalmology. Students will also learn patient care assessment, procedures, and applicable tests within Women's Health, the importance of good nutrition in conjunction with an understanding of common eating disorders. In addition, students will learn to work with common injuries and treatment of Orthopedics. Students will gain overall knowledge within various clinical department settings.

Prerequisite: Fundamentals in Clinical Techniques, Medical Terminology, and Structure and Function of the Human Body

MEA 2203 Pathophysiology**50 Hours, 5 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

MEA 2820 Medical Assisting Capstone**20 hours, 2 credits**

In conjunction with the Medical Assisting Externship students will complete an online Medical Assisting Capstone course. In this course, students will learn job-search techniques and skills for entry-level medical assistants as well as share and learn from their externship experiences with the class. Students will also prepare to sit for a medical assisting credential examination during this course (either the CMA or RMA depending on campus accreditation status).

Co-requisite: Medical Assisting Externship; Expected to be the final lower-level core course completed

MEA 2895 Medical Assistant Experiential Externship**200 hours, 6 credits**

In conjunction with a Medical Assisting Capstone, students will complete 180 hours of a Medical Assisting training experience in a physician's office/clinic or medical center and 10 hours of online lecture. While on the clinical site, the extern will perform medical assisting job duties in both the front-office administrative and the back-office clinical areas, in order to develop on-the-job learning skills. Under no circumstances will the student extern receive pay for the externship hours worked.

Prerequisite: Successful completion of all Medical Assisting core courses except Career Development

Co-requisite: Medical Assisting Capstone

MEA 2976 Medical Assistant Professional Externship**260 hours, 6 credits**

In conjunction with the Medical Assisting Capstone course, students will train in a physician's office/clinic or medical center. They will complete 240 hours of Medical Assisting training where they will perform a wide variety of clinical, administrative and technical duties. They will develop their skills to better prepare them for their future employment in the Medical Assisting field. Under no circumstances will the student receive any form of compensation for the hours they work.

Prerequisite: Successful completion of all Medical Assisting core courses except Career Development

Co-requisite: Medical Assisting Capstone

MGF 1100 Quantitative Literacy**40 hours, 4 credits**

In this course students will explore the importance of numbers and numeracy. They will also get the opportunity to analyze and solve real-world problems from the fields of business, finance, and the natural sciences. Students will incorporate their prior math knowledge and develop new mathematical tools throughout the course. This will include: propositional logic, set theory, geometry, probability, statistics, linear modeling, and exponential modeling.

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

MLT 1122 Introduction to Clinical Laboratory Science**40 hours, 3 credits****MLT 1122 Lecture (20 hours, 2 credits)****MLT 1122L Lab (20 hours, 1 credit)**

An introduction to laboratory medicine and the profession of clinical laboratory science. This course will emphasize professionalism, laboratory safety, and routine laboratory procedures including quality control and lab math.

Prerequisite: Program admission

MLT 1245 Clinical Chemistry I**40 hours, 3 credits****MLT 1245 Lecture (20 hours, 2 credits)****MLT 1245L Lab (20 hours, 1 credit)**

An introduction to analytical techniques, instrumentation, and basic principles of clinical chemistry methods. Presents the theory and application of biochemical analytes, including clinical significance and normal reference ranges.

Prerequisite: Introduction to Chemistry

Co-requisites: Structure and Function of the Human Body; College Algebra

MLT 1325 Phlebotomy**40 hours, 3 credits****MLT 1325 Lecture (20 hours, 2 credits)****MLT 1325L Lab (20 hours, 1 credit)**

In this course, students will learn the skills to perform a variety of blood collection methods using proper techniques and universal precautions. This course will emphasize proper patient identification and applying the principles of safety and infection control. The student laboratory setting will provide an opportunity to perform basic phlebotomy procedures.

Prerequisite: None

MLT 1377 Hematology I**40 hours, 3 credits****MLT 1377 Lecture (20 hours, 2 credits)****MLT 1377L Lab (20 hours, 1 credit)**

Introduction to the theory and practical application of routine and special hematology procedures. Presents red-blood-cell function, hematopoiesis, and associated diseases. The student laboratory focuses on identifying normal and abnormal red-blood-cell morphology and the evaluation of stained blood smears.

Prerequisites: Introduction to Chemistry; Structure and Function of the Human Body

MLT 1448 Clinical Microbiology I**40 hours, 3 credits****MLT 1448 Lecture (20 hours, 2 credits)****MLT 1448L Lab (20 hours, 1 credit)**

This course will include basic concepts of microbiology. Emphasis will be placed on cell structure and function of human, pathogenic microorganisms. Disease, resistance and immune system function will be included. Methods of microbe control will be introduced. A student laboratory will be utilized for experiences in fundamental microbiology techniques.

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

MLT 1485 Urinalysis**40 hours, 3 credits****MLT 1485 Lecture (20 hours, 2 credits)****MLT 1485L Lab (20 hours, 1 credit)**

An introduction to urinalysis and body-fluid analysis. Includes anatomy and physiology of the kidney, and physical, chemical, and microscopic analysis of urine, cerebral spinal fluid, and other body fluids.

Prerequisites: Introduction to Chemistry; Structure and Function of the Human Body

MLT 1728 Introduction to Chemistry**40 hours, 3 credits****MLT 1728 Lecture (20 hours, 2 credits)****MLT 1728 Lab (20 hours, 1 credit)**

This course is designed for the student without a chemistry background. It includes: chemical symbols and formulas, atomic theory, equation writing and balancing, chemical nomenclature, calculations involving chemical formula and a brief introduction to organic chemistry, physical chemistry, analytical and biochemistry.

Prerequisites: Introduction to Chemistry; Structure and Function of the Human Body

MLT 2166 Clinical Chemistry II**60 hours, 4 credits****MLT 2166 Lecture (30 hours, 2.5 credits)****MLT 2166L Lab (30 hours, 1.5 credits)**

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

Prerequisite: Clinical Chemistry I

MLT 2230 Hematology II**60 hours, 4 credits****MLT 2230 Lecture (30 hours, 2.5 credits)****MLT 2230L Lab (30 hours, 1.5 credits)**

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

Prerequisite: Hematology I

MLT 2395 Immunology**40 hours, 3 credits****MLT 2395 Lecture (20 hours, 2 credits)****MLT 2395L Lab (20 hours, 1 credit)**

Basic immunology and serology concepts will be presented with an emphasis on selected infectious diseases and autoimmune disorders. The theory of immunologic and serologic procedures will also be presented.

Prerequisite: Structure and Function of the Human Body

COURSE DESCRIPTIONS

MLT 2450 Immunohematology
40 hours, 3 credits**MLT 2450 Lecture (20 hours, 2 credits)****MLT 2450L Lab (20 hours, 2 credits)**

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

Prerequisites: Hematology I; Immunology

MLT 2533 Clinical Microbiology II
60 hours, 4 credits**MLT 2533 Lecture (30 hours, 2.5 credits)****MLT 2533L Lab (30 hours, 1.5 credits)**

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

Prerequisite: Clinical Microbiology I

MLT 2775 Clinical Practicum
360 hours, 12 credits

Supervised clinical rotations and/or simulation laboratory experience of the microbiology, immunohematology, clinical chemistry, urinalysis, hematology, and phlebotomy departments.

Prerequisite: Approval by MLT Program Coordinator; completion of all coursework required by clinical affiliate and MLT Program Coordinator

Co-requisite: Medical Laboratory Technician Capstone

MLT 2864 Medical Laboratory Technician Capstone

20 hours, 2 credits

Students will demonstrate their knowledge, clinical and laboratory experience in the areas of microbiology, immunohematology, clinical chemistry, urinalysis, hematology, and phlebotomy.

Co-requisite: Clinical Practicum

MMC 3209 Realities of Crime and Justice
40 hours, 4 credits

In this course, students will analyze and critique media portrayals of crime and justice. Public perceptions of crime and realities of crime are evaluated. The mass media and "spectacular" cases are used to exemplify the media's influence on crime and justice.

Prerequisite: None

MMC 3407 Visual Communication in the Media
40 hours, 4 credits

This course examines how people understand their world through visual images. Students will examine how people visually gather, process, and interpret information presented through media sources.

Prerequisite: None

MNA 1161 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

NUR 1172 Nutritional Principles in Nursing
40 hours, 4 credits

This course introduces the student to the chemical processes that occur on a cellular level related to nutrient intake and digestion. Emphasis is placed on the concept of metabolism and the body's ability to meet basic health and wellness needs as it pertains to a diverse set of clients across the life span. Students will be introduced to basic physiological concepts and are encouraged to explore clinical and nursing judgment, education and health promotion, and motivational wellness. Special emphasis is placed on growth and development, cellular regulation, and clinical nutrition in order to prepare the student to critically apply these principles throughout the nursing program in the form of knowledge, skills, and attitudes.

Practical Nursing Diploma:

Prerequisites: Admission to Practical Nursing program

Professional Nursing and A-BSN entrance options:

Pre-requisite: Human Anatomy & Physiology I

Pre- or co-requisite: Human Anatomy and Physiology II

NUR 1245 Introduction to Professional Nursing
40 hours, 4 credits

This course introduces the student to key concepts of professional nursing. The student will be exposed to the professional expectations and scope of practice for the registered nurse in diverse healthcare settings. Also included are aspects of patient-centered care based upon evidence and quality. The concept-based framework for the Professional Nursing Program is introduced, along with the fundamental QSEN Core Competencies. Special emphasis is placed on interdisciplinary collaboration, communication, and professionalism. Students will gain the knowledge, skills, and attitudes needed to practice safely in the nursing profession in the role of the registered nurse by discovering their own learning styles and personal identities.

Prerequisite: Admission to the Professional Nursing Program or entry into the Mobility Bridge Entry Option

NUR 1381 Introduction to Critical Thinking, Informatics, and Ethical Concepts in Professional Nursing
40 hours, 4 credits

This course introduces students to critical thinking as a professional nurse by providing the theoretical basis for problem-solving embedded in clinical judgment. Building upon these critical thinking skills, ethical concepts are crucially examined and nursing informatics is introduced within the healthcare infrastructure. Special emphasis is placed on nursing ethics and law, clinical judgment, evidence-based practice, nursing informatics, and quality improvement. Students are challenged to explore evidence-based solutions to key issues and trends that are relevant to the professional nurse's role based on current trends and issues in healthcare.

Prerequisite: Admission to the Professional Nursing Program or entry into the Mobility Bridge Entry Option

NUR 2058 Dimensions of Nursing Practice
40 Hours, 4 Credits

This course introduces students to key principles and concepts of professional nursing and how nursing is practiced in diverse healthcare settings with patients across the life span. Focus is on nursing's past and present, professionalism, theory and concept-based nursing, evidence-based practice, legal and ethical issues, critical-thinking skills and clinical judgment, the nursing process, client safety, quality and quality improvement, and fundamental QSEN Core Competencies. Interdisciplinary collaboration, communication, cultural diversity, and nursing informatics are also emphasized. The course concludes with discussion of care coordination and continuity, key issues and trends and a self-care/development plan for success during the Nursing program.

Prerequisite: Admission to a Nursing program

NUR 2092 Health Assessment

45 Hours, 4 credits

NUR 2092 Lecture (35 hours, 3.5 credits)**NUR 2092L Lab (10 hours, 0.5 credits)**

This course provides students with a variety of opportunities to develop their critical thinking, clinical, communication, and interviewing skills to conduct comprehensive and focused systematic client assessments inclusive of health history, nursing diagnoses, physical examinations, and psychosocial findings of clients. Focus is on the acquisition, processing, and interpretation of data collected and differentiation between normal and abnormal findings. Students use the physical, psychological, sociocultural, and spiritual information collected to analyze the health status of clients across the lifespan with emphasis on adults and geriatric populations.

Prerequisite: Human Anatomy and Physiology I

Pre- or co-requisite: Human Anatomy and Physiology II

NUR 2115 Fundamentals of Professional Nursing
107.5 hours, 6 credits**NUR 2115 Lecture (30 hours, 3 credits)****NUR 2115L Lab (25 hours, 1.25 credit)****NUR 2115LL Clinical (52.5 hours, 1.75 credits)**

This course is comprised of a theory, lab, and clinical component where professional nursing students are introduced to the fundamental concepts and nursing abilities required to meet basic health and wellness needs. The theoretical basis for patient-centered care, functional ability, and basic physiologic concepts are presented. Emphasis is placed on skills related to mobility, elimination, gas exchange, inflammation, infection, tissue integrity, glucose regulation, thermoregulation, and pain. This course will continue to build upon the knowledge, skills, and attitudes needed to provide safe, quality care for a diverse set of clients across the lifespan with a special emphasis on attitudes required to master communication, interdisciplinary collaboration, evidence-based practice, clinical judgment, professionalism, and nursing informatics. The student must demonstrate proficiency in a variety of nursing skills in order to successfully complete this course.

Prerequisites: Dimensions of Nursing Practice; Health Assessment

Pre- or co-requisites: Nutritional Principles in Nursing; Pharmacology

NUR 2162 Critical Analysis and Nursing Science
50 Hours, 4 Credits**NUR 2162 Lecture (35 Hours, 3.5 Credits)****NUR 2162LL Clinical (15 Hours, 0.5 Credits)**

This course examines the balance needed between the art and science of nursing and the delivery of compassionate holistic care. Students will develop critical reasoning and analysis skills supported by evidence-based research to study core frameworks, models, theories, and concepts that influence nursing practice, such as health, alterations in health, wellness, illness, holism, caring, environment, self-care, diversity, interpersonal and team relationships, transitional care, nursing process, client safety and quality, ethics, standards of practice, and evidence-based clinical decision-making. The history of nursing, nurse theorists, and present-day presence and image will be investigated to gain an understanding about how they have influenced the discipline and healthcare. Having the opportunity to integrate theory, research, and practice, students will begin to appreciate nursing's unique role in responding to and meeting the physical, behavioral, and psychological needs of society, the environment, diverse populations and communities, families, and clients.

Pre- or co-requisite: English Composition

NUR 2284 Health, Wellness and Self-Care
40 hours, 4 credits

This course is designed to expand students' appreciation and integration of holistic nursing philosophy, theory, and practice. Highlighted are determinants of health, wellness, alterations in health, and disease/illness across the life span. Students will learn the importance of using holistic health assessments for communities, families, clients, and themselves along with nursing's role in health promotion and disease/illness prevention. Self-care and health and healing in daily living are also significant components of this course. Students will begin examining linkages between mind, body, and spirit, and how stress is a challenge to health and well-being. The course provides an opportunity for students to identify evidence-based self-care strategies and methods to respond to stress in health-producing ways, make healthy choices, adhere to and practice wellness for their own self-care, and that of communities, families, and clients.

Prerequisite: None

NUR 2320 Nursing Ethics and Legal Issues
40 Hours, 4 Credits

This course provides the framework needed to critically investigate ethical and legal concepts, issues and regulations, their interconnecting relationship, and the ethical-legal-moral dilemmas that may occur in delivering safe, competent, and compassionate care in diverse healthcare settings. Legal issues and their underlying implications and ethical theories, values, and decision making processes will also be carefully examined. Selected cases reflecting problems where ethical and legal decisions affecting nurses, nursing, clients, and the delivery of healthcare will be analyzed using legal-moral-ethical perspectives and approaches.

Pre- or co-requisite: Essentials of Professional Nursing

COURSE DESCRIPTIONS

NUR 2349 Professional Nursing I

107.5 hours, 6 credits

NUR 2349 Lecture (32.5 hours, 3.25 credits)**NUR 2349L Lab (15 hours, .75 credits)****NUR 2349LL Clinical (60 hours, 2 credits)**

This course is comprised of a theory, lab, and clinical component where students are building on the fundamental concepts and clinical judgment required to meet basic health and wellness needs. Emphasis is placed on surgical integrity, pain management, gas exchange, immunity, and Infection control. The theoretical basis for fluid/electrolyte and acid-base balance, cardiovascular/coagulation integrity, perfusion, and thermoregulation will be introduced within this course. Previously introduced concepts such as inflammation, tissue integrity, elimination, mobility, health promotion, and education will be further explored. The student must demonstrate increasing proficiency in all knowledge, skills, and attitudes needed to provide, safe, quality care for a diverse set of clients across the lifespan in order to successfully complete this course.

Prerequisite: Fundamentals of Professional Nursing; Pharmacology

NUR 2407 Pharmacology

100 Hours, 6 Credits

NUR 2407 Lecture (30 hours, 3 credits)**NUR 2407L Lab (40 hours, 2 credits)****NUR 2407LL Clinical (30 hours, 1 credit)**

This course emphasizes the delivery and therapeutic aspects of medication administration justified by evidence based findings. Emphasis of this theory and laboratory course is on principles and demonstration of the use of critical thinking and judgment to assure safe and competent administration and delivery of medications to include current rights of medication administration, dosage calculation, major drug classifications, over the counter, and pharmacokinetics and pharmacodynamics inclusive of potential interactions with over the counter drugs, herbals, and supplements. Students will also learn techniques to coach and mentor clients and their families regarding medications and their use and understand the legal, ethical, and cultural aspects of taking medications. The course also includes the impact of technological devices and systems, economics, and regulatory forces on medication delivery as well as strategies on how to best collaborate with the healthcare team.

Prerequisite: Admission to a Nursing program; Human Anatomy and Physiology I; Algebra

Pre- or co-requisite: Human Anatomy and Physiology II; Introduction to Microbiology

NUR 2488 Mental Health Nursing

55 hours, 4 credits

NUR 2488 Lecture (32.5 hours, 3.25 credits)**NUR 2488LL Clinical (22.5 hours, .75 credits)**

This course is comprised of a theory and clinical component where students acquire knowledge, skills, and attitudes to safely and effectively care for clients with mental health and behavioral disorders across the lifespan in a variety of clinical environments. Emphasis is placed on functional ability, inclusive of concepts such as cognition, addiction, mood and affect, stress and coping, anxiety, psychosis, and violence. Special emphasis will be placed on communication, motivational wellness, nursing ethics and law, and advocacy as it pertains to this nursing specialty. The student must demonstrate proficiency in a variety of clinical skills and attitudes, inclusive of therapeutic communication, appropriate affective interactions, pharmacotherapeutic education, and patient-centered, holistic care in order to successfully complete this course.

Prerequisites: Fundamentals of Professional Nursing; General Psychology; Pharmacology

NUR 2571 Professional Nursing II

110 hours, 6 credits

NUR 2571 Lecture (32.5 hours, 3.25 credits)**NUR 2571L Lab (10 hours, .5 credits)****NUR 2571LL Clinical (67.5 hours, 2.25 credits)**

This course is comprised of a theory, lab, and clinical component where students are building on the fundamental concepts and nursing abilities developed in Professional Nursing I. Emphasis is placed on concepts such as intracranial regulation, sensory perception, glucose regulation, metabolism, and immunity. This course will continue to build on previous concepts with a special emphasis on mobility, elimination, cardiovascular/coagulation integrity, perfusion, fluid/electrolyte and acid/base balance, gas exchange, and thermoregulation. The theoretical basis for clinical judgment, as it relates to communication, interdisciplinary collaboration, and evidence-based practice in the clinical setting, is required for successful completion of this course. The student must demonstrate increasing proficiency in all knowledge, skills, and attitudes needed to provide, safe, quality care for a diverse set of clients across the lifespan.

Prerequisite: Professional Nursing I

NUR 2633 Maternal Child Health Nursing

60 hours, 4 credits

NUR 2633 Lecture (30 hours, 3 credits)**NUR 2633LL Clinical (30 hours, 1 credit)**

This course consists of both a theory and clinical component that focus on the knowledge, skills and attitudes required to function in the appropriate role of the beginning professional registered nurse in an acute care obstetrics/maternity setting, pediatric setting, or similar environment. Emphasis is placed on reproduction as well as growth and development. Special emphasis is placed on surgical integrity, glucose regulation, infection control, and patient-centered care as it applies to this diverse group of clients. The theoretical basis for complementary and alternative medicine, in conjunction with specific pharmacologic therapies for these clients will be examined. Students are required to critically apply all previously introduced health and wellness concepts, as well as metabolism, education, health promotion, and clinical judgment, to content-specific exemplars presented in this course. The student must achieve proficiency in a variety of nursing skills and attitudes, inclusive of psychomotor skills and affective interactions in the clinical setting, in order to successfully complete this course.

Prerequisites: Mental Health Nursing; Human Growth and Development

Pre- or co-requisite: Professional Nursing II

NUR 2790 Professional Nursing III

117.5 hours, 6 credits

NUR 2790 Lecture (30 hours, 3 credits)**NUR 2790L Lab (5 hours, 0.25 credits)****NUR 2790LL Clinical (82.5 hours, 2.75 credits)**

This course is comprised of a theory, lab, and clinical component where students are completing their development of the fundamental concepts and nursing abilities required for the professional registered nurse role. Emphasis is placed on concepts such as cellular regulation, end-of-life integrity, complementary and alternative therapies, and crisis/disaster nursing. This course will continue to build on previous concepts with a special emphasis on cardiovascular integrity, perfusion, gas exchange, fluid/electrolyte and acid/base balance, and tissue integrity. The theoretical basis for clinical judgment, as it relates to patient-centered care, evidence-based practice, and nursing informatics in the clinical setting is required for successful completion of this course. The student must also demonstrate increasing proficiency in knowledge, skills, and attitudes necessary to provide, safe, quality care for a diverse set of clients across the lifespan.

Prerequisites: Professional Nursing II; Maternal Child Health Nursing

NUR 2868 Role, Scope, Quality, and Leadership in Professional Nursing

80 hours, 4 credits

NUR 2868 Lecture (20 hours, 2 credits)**NUR 2868LL Clinical (60 hours, 2 credits)**

This course is comprised of a theory and clinical component where students are able to demonstrate the knowledge, skills, and attitudes gained throughout the Professional Nursing Program. Emphasis is placed on clinical judgment, professionalism, quality improvement, and leadership. In order to successfully complete this course, the student must exhibit appropriate characteristics in the clinical setting related to communication, interdisciplinary collaboration, advocacy, patient-centered care, evidence-based practice, education, health promotion, and motivational wellness. The student must also demonstrate proficiency in all knowledge, skills, and attitudes necessary to provide, safe, quality care for a diverse set of clients across the lifespan at the level of a beginning graduate professional registered nurse to complete this course.

Pre- or co-requisite: Professional Nursing III

Co-requisite: Professional Nursing Capstone. Must be completed in student's final quarter.

NUR 2944 Professional Nursing Capstone

20 hours, 2 credits

This course reflects on the student's journey through the Professional Nursing Program, prepares the student for licensure, and mentors the student on transition to practice. The Concept-Based Framework is reviewed, along with the fundamental QSEN Core Competencies with special emphasis on professionalism, individual functional ability, and leadership. Students will delve into the knowledge, skills, and attitudes needed to successfully complete the NCLEX-RN and safely transition to a beginning graduate professional registered nurse role.

Pre- or co-requisite: Professional Nursing III

Co-requisite: Role, Scope, Quality, and Leadership in Professional Nursing. Must be completed in student's final quarter.

NUR 3177 Comprehensive Health Assessment

40 hours, 4 credits

This course provides an opportunity for students to develop proficiency in comprehensive health assessment as viewed through the lens of holistic, patient-centered care. Assignments designed to develop knowledge and skills for obtaining and recording a systematic, comprehensive health history and physical examinations of the adult client are integrated within the course. Opportunities will be presented to provide for the collaboration and integration of physiological, psychological, and sociocultural issues and theories as they apply to the findings obtained in the comprehensive health assessments. Collaborating with interprofessional teams, utilizing evidence-based treatment guidelines, and additional updated information needed to promote safe clinical practice in the nursing setting will be utilized to gather and analyze data relevant to common health problems.

Prerequisite: Quality and Safety in Nursing Practice

Pre- or co-requisite: Applied Pathophysiology

NUR 3205 Applied Pathophysiology

40 hours, 4 credits

This course is designed to enhance the student's knowledge and understanding of pathophysiological concepts and processes related to human illness and disease. A patient centered systems approach is used to explore the pathophysiology, etiologies, risk factors, clinical presentation, and diagnostics of selected illness and disease. This course will aid in the student's ability to develop sound nursing practice, critical reasoning abilities, and foster skills that provide safe, quality patient care.

RN to BSN entrance option:

Prerequisite: Admission to RN to BSN entrance option

A-BSN entrance option:

Prerequisite: Human Anatomy and Physiology I; Human Anatomy and Physiology II

NUR 3294 Essentials of Professional Nursing

105 Hours, 6 Credits

NUR 3294 Lecture (30 Hours, 3 Credits)**NUR 3294L Lab (30 Hours, 1.5 Credits)****NUR 3294LL Clinical (45 Hours, 1.5 Credits)**

This course is designed for students to engage in professional nursing practice as generalists (designers, coordinators, and managers of care) to become productive and effective staff members in a range of healthcare facilities, and have the ability and disposition to work in a care delivery discipline. This theory, laboratory, and clinical course incorporates critical thinking and analyses, integration of interdisciplinary theories and concepts, and the nursing process, as they are the frameworks from which evidence-based nursing care is delivered. Students will understand fundamental concepts and demonstrate professional attitudes and behaviors, basic nursing, therapeutic communication, and collaborative skills providing a sound foundation for more advanced and specialized areas of later clinical study and training. The intended outcome of this course is for students to learn how to practice as ethical, holistic, safe, competent, and compassionate caregivers who understand the needs of and are able to care for diverse clients across the life span, and populations with a range of acute, chronic, transitional, and emergency conditions/situations in a variety of settings from acute to long-term care.

Prerequisites: Critical Analysis and Nursing Science; Health Assessment

Pre- or co-requisite: Nutritional Principles in Nursing Care

NUR 3418 Introduction to Alternative and Complementary Therapies

40 hours, 4 credits

This course provides an introduction to the use of complementary and alternative therapies used in healthcare. The goal is to provide the student with knowledge and experience of mind/body self-healing skills, multicultural alternative medicine theories, practice environments and interventions that can be integrated safely into nursing and/or the nurse's personal lifestyle. The philosophical assumptions of complementary and alternative approaches will be examined through the application of critical thinking and the scientific evidence body of knowledge.

RN to BSN entrance option:

Prerequisite: Admission to RN to BSN entrance option

A-BSN entrance option:

Prerequisite: Pharmacology

COURSE DESCRIPTIONS

**NUR 3463 Adult Health – Acute Care
150 Hours, 8 Credits****NUR 3463 Lecture (40 Hours, 4 Credits)****NUR 3463L Lab (20 Hours, 1 Credit)****NUR 3463LL Clinical (90 Hours, 3 Credits)**

This course focuses on providing holistic nursing care to adult clients experiencing acute physiological alterations in health. This theory, laboratory, and clinical course explores the physiological and psychosocial factors that contribute to altered health states and their impact on clients and their families. Emphasis is on the application of the nursing process and demonstrated refinement of nurse generalist clinical skills. Students will gain experience in working with adults in acute care settings including hospitals and surgical settings, as well as working with the families of acutely ill individuals. Expectations of students will include demonstrating ethical and legally based practice using evidence-based clinical judgment/decisions. Students are also expected to practice collaboratively with other healthcare team members, and plan, implement, and evaluate comprehensive plans of care which encompass principles, practices, and associated standards related to pharmacology, nutrition, pathophysiology, health and wellness, diversity, and psycho-social aspects of care. Students will also provide client and family education individualized to specific client situations.

Prerequisites: Essentials of Professional Nursing; Pharmacology; Applied Pathophysiology

**NUR 3508 Quality and Safety in Nursing Practice
40 hours, 4 credits**

This course focuses on the critical review of current quality and safety issues in healthcare and nursing. Quality & Safety Education for Nurses (QSEN), Institute of Medicine (IOM) reports, regulatory bodies, and the impact of Magnet Status are identified and examined within the course. Students will increase their understanding of best practices, safety standards, and quality initiatives in the healthcare setting. Emphasized within this course are the Quality and Safety Education for Nurse (QSEN) Competencies. This course examines QSEN as a conceptual framework which can lead to improvement of patient safety outcomes through managing human behavior and system design.

RN to BSN entrance option:

Prerequisite: Admission to RN to BSN entrance option

A-BSN entrance option:

Prerequisite: Essentials of Professional Nursing

**NUR 3524 Adult Health –
Chronic and Transitional Care
150 Hours, 8 Credits****NUR 3524 Lecture (40 Hours, 4 credits)****NUR 3524L Lab (20 Hours, 1 Credit)****NUR 3524LL Clinical (90 Hours, 3 Credits)**

This course continues the exploration of providing holistic care for adult clients as they experience the trajectory of illness. In this theory, laboratory, and clinical course the focus is on chronic illness (multi-system complex health alterations) and transitional care within a framework of health promotion and disease prevention. Emphasis on the application of the nursing process and demonstrated refinement of nurse generalist clinical skills particularly for clients who transition from and to acute to chronic care facilities or home and those at end of life and/or who require palliative care. Expectations of students will include demonstrating ethical and legally based practice using evidence-based clinical judgment/decisions.

Prerequisite: Adult Health – Acute Care

Co-requisite: Quality and Safety in Nursing Practice

**NUR 3655 Transcultural Nursing
40 hours, 4 credits**

This course recognizes the importance of providing and incorporating cultural beliefs and experiences of patients, families, and their healthcare professionals within the care setting. Topics include: comparative analysis of communication styles, fostering open communication, family roles, dietary preferences, safety and concerns associated with cultural beliefs, values and practices of cultural norms and the impact on healthcare practice. Nursing interventions that integrate and examine evidence-based practice related to various cultural beliefs will be discussed. The importance of incorporating a holistic approach in the care and treatment of the patient will be demonstrated within this course.

RN to BSN entrance option:

Prerequisite: Admission to RN to BSN entrance option

A-BSN entrance option:

Pre- or co-requisite: Critical Analysis and Nursing Science

**NUR 3672 Parent Child Health
90 Hours, 5 Credits****NUR 3672 Lecture (30 Hours, 3 Credits)****NUR 3672LL Clinical (60 Hours, 2 Credits)**

This course focuses on the knowledge, skills, and abilities needed to holistically care for clients and their families during childbearing and childrearing. This theory, laboratory, and clinical course spans pregnancy, labor and delivery, post-partum, care for the newborn and neonate as well as including the pediatric client. The course also incorporates assessment of family structure, function and dynamics, and specialized concerns of childbearing women and their families. Emphasis is on the care of children with both acute and chronic alterations in health. Students will have an opportunity to explore selected high-risk situations. Attention however will be focused on normal physiology, pathophysiology, psychosocial adaptation, biological-behavioral growth, genetics, and the unique needs of reproducing families as the basis for assessment and clinical decision-making. Students will use the clinical skills and judgment gained from previous courses to care for these special populations and to preserve, promote, and restore the healthy status of the family and its members.

Prerequisite: Human Growth and Development

**NUR 3816 Dimensions of Professional Nursing
40 hours, 4 credits**

This course investigates the evolution of nursing with an emphasis on professional values, standards and ethics. Students will explore how social and economic factors influence the nursing practice. This course includes an overview of major contemporary issues in nursing with a critical-thinking approach to evidence-based nursing practice. Opportunities will be presented that provide for strengthening critical thinking skills and the development of a personal philosophy statement of nursing practice.

Prerequisite: Admission to Bachelor of Science in Nursing program

**NUR 4005 - Dimensions of Mental and
Behavioral Health****100 Hours, 6 Credits****NUR 4005 Lecture (40 Hours, 4 Credits)****NUR 4005LL Clinical (60 Hours, 2 Credits)**

This course emphasizes the concepts and application of therapeutic communication, and therapeutic use of self within the nurse-client relationship. This theory, laboratory, and clinical course assists students in learning how to holistically care for clients across the lifespan who are experiencing mental, emotional, and behavioral health issues. Techniques and strategies are provided to support clients and their families in achieving optimal levels of wellness. Consideration is given to the legal, ethical, cultural, and spiritual influences that impact mental, emotional, and behavioral issues.

Prerequisite: Adult Health – Acute Care; General Psychology

Pre- or co-requisite: Adult Health – Chronic and Transitional Care

**NUR 4187 Public, Family, and Community Health
100 Hours, 6 Credits****NUR 4187 Lecture (40 Hours, 4 Credits)****NUR 4187LL Clinical (60 Hours, 2 Credits)**

This course provides an overview of concepts and theories related to public, family, and community health nursing. In this theory and clinical course, the role of the professional nurse in sustaining, restoring, and promoting health among diverse populations and communities is explored. Topics include core functions and essentials of public health, health screening, promotion and injury prevention, population-focused practice, community assessment, and interdisciplinary collaboration. Principles of epidemiology and the influence of factors impacting the health and the well-being of local and global communities are incorporated. This course provides students the opportunity to demonstrate critical thinking and collaborative communication using community and other assessment tools to improve health outcomes.

Prerequisites: Adult Health – Chronic and Transitional Care; Dimensions of Mental and Behavioral Health; General Psychology

**NUR 4201 - Leadership, Management, and
Professional Development
90 Hours, 5 Credits****NUR 4201 Lecture (30 Hours, 3 Credits)****NUR 4201LL Clinical (60 Hours, 2 Credits)**

This course explores leadership theories and concepts that impact the professional role of nursing. This theory and clinical course emphasizes holistic nursing leadership that promotes a culture of advocacy, safety, and quality through individual and team performance. Students will develop knowledge related to improvement priorities in the work environment that will encourage organizational excellence. Additional topics include use of leadership styles, decision-making, managing planned change, delegation, conflict resolution, communication, finance, healthcare policy, legal issues, and evaluation.

Prerequisite: Public, Family, and Community Health; Parent Child Nursing; Integration of Evidence-Based Practice and Research

**NUR 4232 Integration of Evidence-Based
Practice and Research in Nursing
40 hours, 4 credits**

This course is designed to support the baccalaureate nurse scholar who contributes to the science of nursing practice by translating current evidence into practice. Students will study the use of evidence based practice models to identify practice issues, search and critique published research, and to propose creative, innovative, or evidence-based solutions to clinical practice problems. Emphasis is on developing a straightforward understanding of the research and using the evidence to improve professional nursing practice.

Prerequisite: Quality and Safety in Nursing Practice

**NUR 4392 - Professional Nursing Integration
100 Hours, 4 Credits****NUR 4392 Lecture (10 Hours, 1 Credit)****NUR 4392LL Clinical (90 Hours, 3 Credits)**

This course is designed to promote student responsibility and accountability by having them comprehensively apply the knowledge and skills they have gained in their program. This theory and clinical course (supervised practicum) focuses on critical examination, synthesis, and evaluation of professional nursing care with individual clients and families representing diverse populations and settings. Emphasis is on mastering theoretical concepts, applying research findings, strengthening skill competency, and developing clinical leadership capabilities. Also included is discussion of contemporary issues and trends in nursing, and how they are influencing the demand for and delivery of current and future healthcare.

Prerequisite: Expected to be the final upper-level core course completed

Co-requisite: Leadership, Management, and Professional Development

**NUR 4455 A-BSN Capstone
60 Hours, 4 Credits****NUR 4455 Lecture (20 Hours, 2 Credits)****NUR 4455L (40 Hours, 2 Credits)**

This course is designed to provide students with the opportunity to synthesize and comprehensively apply and integrate theoretical and clinical experiences from their previous nursing courses. Students will use critical thinking skills and evidence-based practice to promote client centered nursing care that encompasses quality and safety. Students will plan and implement a project consistent with the professional standards of the baccalaureate nurse essentials and QSEN competencies. The capstone promotes role transformation, critical thinking and analysis, and clinical competence at the BSN preparation level. Didactic course online with lab in residence. The laboratory portion of this course focuses on the completion of an evidence-based clinical project showcasing BSN essentials and QSEN competencies; reflection on, analysis, and evaluation of Nurse E-Portfolio outcomes; strategies for continuing competence and lifelong learning; and, ATI Comprehensive Predictor assessment and preparation for NCLEX.

Pre- or co-requisite: Leadership, Management, and Professional Development; must be taken in the final quarter of program.

COURSE DESCRIPTIONS

NUR 4529 Public Health and Community Nursing
40 hours, 4 credits

This course provides an overview of concepts and theories related to public health/community health nursing. The role of the professional nurse in sustaining and promoting health among diverse populations is explored. Topics include: core functions and essentials of public health, health promotion and prevention, population focused practice, community assessment, and interdisciplinary collaboration. Principles of epidemiology and the influence of factors impacting health and well-being of local and global communities are incorporated. This course provides the student the opportunity to demonstrate critical thinking and collaborative communication through community assessment.

Prerequisites: Transcultural Nursing; Integration of Evidence-Based Practice and Research in Nursing

NUR 4773 Leadership and Management in Nursing
40 hours, 4 credits

This course explores leadership theories and concepts that impact the professional role of nursing. Emphasis will be placed on nursing leadership roles that create a culture of advocacy, safety and quality through individual and team performance. The student will develop knowledge related to improvement priorities in the work environment that will encourage organizational excellence. Additional topics include leadership styles, decision making, planned change, conflict resolution, communication, finance, healthcare policy, legal issues, and evaluation.

Prerequisites: Successful completion of all other BSN courses

Co-requisite: Nursing Capstone

NUR 4870 Nursing Informatics
40 hours, 4 credits

This course integrates nursing science, information science, computer science and cognitive science to acquire, process, design, and disseminate knowledge. The student will explore the use of information technology applications used by healthcare professionals to support the delivery of healthcare. Students will discuss the impact informatics has on the delivery of care including: efficiency and productivity, patient safety, confidentiality, and healthcare outcomes. With innovations in healthcare technology, unique opportunities and challenges for the nurse will be considered and addressed in this course.

Prerequisite: Quality and Safety in Nursing Practice

Pre- or co-requisite: Integration of Evidence-Based Practice and Research in Nursing

NUR 4909 Nursing Capstone
40 hours, 4 credits

This course is designed to provide students with the opportunity to synthesize and comprehensively apply and integrate theoretical and clinical experiences from previous nursing courses into a capstone experience. Students will use critical thinking skills and evidence-based practice to promote patient centered nursing care that encompasses quality and safety. Students will plan and implement a practicum experience consistent with the professional standards of the baccalaureate nurse essentials. The capstone preceptorship supports the role transformation of students and promotes clinical competence at the BSN preparation level.

Prerequisites: Successful completion of all other BSN courses and/or

Co-requisite: Leadership and Management In Nursing

PHA 1500 Structure and Function of the Human Body
40 hours, 4 credits

This course provides a working knowledge of the structure and function of the human body. A general introduction to cells and tissues is followed by study of the anatomy and physiology of the skeletal and muscular systems. The student is introduced to the nervous, cardiovascular, respiratory, digestive, urinary, reproductive, and endocrine systems.

Prerequisite: None

PHC 4305 Practices and Policies in Public Health
40 hours, 4 credits

This course is designed to examine the various aspects of public health practices and policies. Explores the concepts of planning, implementing and evaluating health education programs. This course will also explore the process of policy development from conception to implementation, as well as ethical issues that often confront health educators.

Prerequisites: None

PHI 1520 Ethics Around the Globe
40 hours, 4 credits

This course is a study of various and common ethical principles around the world and their relationships to morality and professional responsibility. Emphasis is placed on the application of ethical theories to problems faced in increasingly globalizing business and society.

Prerequisites: None

PHI 2103 Introduction to Critical Thinking
40 hours, 4 credits

A study of the rules of valid judging and reasoning, both inductive and deductive, in a traditional, language-centered context rather than a symbolic context. Logical analysis of both formal and informal fallacies and of the consistency and logical consequences of a given set of statements. Logical analysis is applied to concrete problems dealing with our knowledge of reality.

Prerequisite: English Composition

PHT 1000 Physical Therapist Assistant Fundamentals
100 hours, 6 credits**PHT 1000 Lecture (20 hours, 2 credits)**
PHT 1000L Lab (80 hours, 4 credits)

This course will teach the fundamentals of data collection within the physical therapist assistant's scope of practice along with an introduction to the profession and the role as a member of the healthcare team. It places focus on the professional organizations, overview of legal and ethical issues relating to the Physical Therapist Assistant, importance of interpersonal communication skills relating to the profession. There will be a special emphasis on minimizing risk through appropriate and safe patient handling, transfers and gait training.

Pre- or co-requisites: Medical Terminology, Structure and Function of the Human Body

PHT 1100 Introduction to Evidence-Based Practice and Therapeutic Interventions
60 hours, 4 credits**PHT 1100 Lecture (20 hours, 2 credits)****PHT 1100L Lab (40 hours, 2 credits)**

This course is an introduction to the underlying principles and clinical application of evidence-based practice and basic therapeutic interventions. It places focus on developing the student's ability to obtain peer-reviewed research, performing basic appraisal of the evidence, and learning thermal, mechanical, and electrotherapeutic interventions used to address pain, inflammation, edema, soft tissue healing, and muscle reeducation. There is a hands-on lab component to this course. This course will prepare students to incorporate evidence-based practice and the proper integration of these basic interventions into physical therapy practice.

Prerequisites: Physical Therapist Assistant Fundamentals, Medical Terminology, Structure and Function of the Human Body

PHT 1200 Principles of Musculoskeletal Physical Therapy – Lower Quarter
70 hours, 5 credits**PHT 1200 Lecture (30 hours, 3 credits)****PHT 1200L Lab (40 hours, 2 credits)**

This course will teach students about the presentation of lower quarter musculoskeletal disorders with a focus on therapeutic exercises in this region. Structure and function of the lower quarter musculoskeletal system will be covered. There will be a focus on selecting and implementing appropriate evidence-based therapeutic exercises as they relate to musculoskeletal physical therapy practice for the lower quarter.

Prerequisites: Physical Therapist Assistant Fundamentals, Medical Terminology, Structure and Function of the Human Body

PHT 1300 Principles of Musculoskeletal Physical Therapy – Upper Quarter
70 hours, 5 credits**PHT 1300 Lecture (30 hours, 3 credits)****PHT 1300L Lab (40 hours, 2 credits)**

This course will teach students about the impact of upper quarter musculoskeletal disorders on patients seeking physical therapy. Structure and function of the upper quarter musculoskeletal system will be covered. There will be a focus on selecting and implementing appropriate evidence-based therapeutic exercises as they relate to musculoskeletal physical therapy practice for the upper quarter.

Prerequisites: Physical Therapist Assistant Fundamentals, Medical Terminology, Structure and Function of the Human Body

PHT 2000 Principles of Neuromuscular Physical Therapy
50 hours, 4 credits**PHT 2000 Lecture (30 hours, 3 credit)****PHT 2000L Lab (20 hours, 1 credit)**

This course is the study of common neuromuscular disorders including stroke, spinal cord injury, traumatic brain injury and Parkinson's disease. Students will study the structure and function of the human nervous system and common nervous system pathology and will learn to implement physical therapy treatment programs for this patient population. This course will prepare students to care for patients with neuromuscular disorders.

Pre- or co-requisites: Principles of Musculoskeletal Physical Therapy – Upper Quarter

PHT 2500 Physical Therapist Assistant Clinical I
220 hours, 8 credits**PHT 2500 Lecture (10 hours, 1 credit)****PHT 2500LL Clinical (210 hours, 7 credits)**

This course is designed to allow for application of fundamental material learned in the classroom in the physical therapy healthcare environment. Additionally, this course will include an emphasis on coursework that focuses on topics such as documentation, data collections, theory, clinical judgment and utilization of the medical record. Students will experience Physical Therapist Assistant interventions, prioritizing responsibilities in a changing environment, applying ethical and professional behaviors as well as interaction within the PT/Physical Therapist Assistant team. Upon completion of this course, the student should have a full understanding of the role of the Physical Therapist Assistant and PT/Physical Therapist Assistant team in the clinical environment.

Prerequisites: Principles of Neuromuscular Physical Therapy for the Physical Therapist Assistant, Introduction to Evidence-Based Practice and Therapeutic Interventions

PHT 2600 Physical Therapy Practice Across the Lifespan
50 hours, 4 credits**PHT 2600 Lecture (30 hours, 3 credits)****PHT 2600L Lab (20 hours, 1 credit)**

This course is the study of normal human development across the life span. Students will study common pediatric and geriatric conditions requiring physical therapy intervention. Topics will include study of changes in major systems related to aging, common pediatric developmental pathologies and societal implications associated with these populations. This course will prepare students to implement physical therapy programs for children and aging adults in various practice settings.

Prerequisites: Principles of Neuromuscular Physical Therapy for the Physical Therapist Assistant, Introduction to Evidence-Based Practice and Therapeutic Interventions

PHT 2650 Physical Therapy Practice for Special Populations
50 hours, 4 credits**PHT 2650 Lecture (30 hours, 3 credits)****PHT 2650L Lab (20 hours, 1 credit)**

This clinical course is the study of physical therapy in special populations including patients with cardiovascular, pulmonary, and pelvic health conditions. Students will also study physical therapy treatment of wounds and amputations. Topics will include the effects of disease on organ systems and function and on the family and society. This course will prepare students to implement physical therapy programs for these patient populations.

Prerequisites: Principles of Neuromuscular Physical Therapy for the Physical Therapist Assistant, Introduction to Evidence-Based Practice and Therapeutic Interventions

PHT 2700 Physical Therapist Assistant Clinical II
370 hours, 13 credits**PHT 2700 Lecture (10 hours, 1 credit)****PHT 2700LL Clinical (360 hours, 12 credits)**

In this clinical course, the student will learn and apply advanced strategies in developing a therapeutic alliance with clients/patients. Students will determine how to utilize health information technology, making decisions about appropriate use within the clinical environment. Students will be prepared for moral reasoning, resolving conflict and effective decision-making while practicing under the supervision of a physical therapist. Upon completion of this course, the student will be prepared for entry-level practice as a physical therapist assistant.

Prerequisites: All core courses and Physical Therapist Assistant Clinical I

Co-requisite: Physical Therapist Assistant Capstone

COURSE DESCRIPTIONS

PHT 2800 Physical Therapist Assistant Capstone
20 hours, 2 credits

This course is a synthesis of material from all courses. Students will complete a portfolio demonstrating proficiency in transferable skills. Additionally, students will prepare for the national Physical Therapist Assistant licensure exam.

Prerequisites: All Physical Therapist Assistant Courses

Co-requisite: Physical Therapist Assistant Clinical II

PHY 4060 Understanding Ourselves Through Physics: From Newton to Your Cell Phone
40 hours, 4 credits

This course tracks how we have understood ourselves and our world—including time, space, gravity, and our gadgets—as understanding of physics has evolved. Topics will include Newton's "discovery" of gravity, Einstein and relativity, energy particles and waves, the atom and how we use it, Schrödinger's cat, and modern technologies.

Prerequisites: None

PLA 1013 Introduction to Law and the Legal System
40 hours, 4 credits

Students will examine the American legal system from a variety of perspectives. They will survey topics including essential history, the working structure of government, issues of court procedure, and specific legal concepts. In addition, they will investigate the role of the paralegal in the legal system, and the impact of legal ethics on the paralegal. Paralegal students will gain a foundation for further paralegal study, and students from other disciplines will gain an appreciation of the legal system's impact on their disciplines. Students will prepare a resume as part of this course.

Prerequisite: None

PLA 1203 Civil Litigation and Procedure I
40 hours, 4 credits

Students will examine the roles lawyers and paralegals' in handling civil cases and the means by which the objectives of litigation may be achieved. Strategy and mechanics of civil procedure will be explored in depth, and students will be required to prepare complaints, motions, and answers.

Pre- or co-requisite: Introduction to Law and the Legal System

PLA 1223 Civil Litigation and Procedure II
40 hours, 4 credits

Students will continue to develop and refine litigation skills. The course will focus on discovery, pre-trial procedure, trial procedure, post-trial procedure, and initial appellate documents.

Prerequisite: Civil Litigation and Procedure I

PLA 1573 Contracts: Managing Legal Relationships
40 hours, 4 credits

This course will provide students with a practical approach to the law of contracts. The class discussions and assignments will include analyzing contracts, breach of contracts, and the remedies provided for a breach of contract.

Prerequisite: Introduction to Law and the Legal System or enrolled in certificate

PLA 2204 Law Office Technology: Cyberspace and the Paralegal Profession
40 hours, 4 credits

This course introduces students to the fundamentals of how to use computer technology to accomplish tasks performed by paralegals in a law office. Students will be introduced to and given the opportunity to utilize law-oriented computer software applications. Students will be exposed to exercises designed to provide the skills utilized by paralegals in file management, time, and docket management and computer-based legal research and document movement.

Prerequisite: Introduction to Law and the Legal System

PLA 2320 Legal Research
40 hours, 4 credits

This course introduces the legal research process for paralegals. An overview of legal source materials and how and when they are incorporated in the legal research process will be examined. Students will develop information literacy skills specific to the Paralegal field by working with primary sources, like state and federal enacted law and secondary sources, like legal encyclopedias, treatises, and state specific practice books. Students will develop skills such as legal application, analysis, and synthesis skills by identifying and classifying the best sources that apply to legal problems. Students will evaluate the relevance of sources for specific problems and critically evaluate the level of authority of various legal sources.

Prerequisite: Introduction to Law and the Legal System or enrolled in certificate

PLA 2330 Legal Writing
40 hours, 4 credits

After examining the sources of law and the structure of the federal and state court systems, students will be introduced to case and statutory analysis and to an understanding of the role of the paralegal in performing substantive legal analysis and writing tasks. They will learn how to analyze and synthesize written opinions. Students will use the results of their research from the Legal Research course in connection with at least three (3) significant writing projects, including memoranda of law. High level communication skills will be developed to effectively communicate in writing to different potential readers, including clients, attorneys in an office, trial court judges, and appellate panel judges. Analysis and preparation of high level legal content as well as formatting, citation rules, and other items needed for writing in this field will be developed. Students will organize an appellate brief which requires specific, rule based, formatting and structural content. This content includes items such as tables of cases and other authorities, a table of contents, statement of the case, argument, and conclusion.

Prerequisites: Legal Research; English Composition

PLA 2435 Corporate Law
40 hours, 4 credits

This course will provide students an overview of the formation, operation, and dissolution of the corporate entity. Stockholders rights and remedies as corporate owners will be examined. Corporate documents and corporate formalities will be discussed.

Prerequisite: Introduction to Law and the Legal System

PLA 2476 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

PLA 2587 Torts: Auto Accidents and Other Legal Injuries
40 hours, 4 credits

This course examines the fundamentals of tort law and provides a basic understanding of the principles of tort litigation. Through classroom discussions, projects and supervised library research, students will develop an overview of causes of actions in torts and their relevancy to the paralegal.

Prerequisite: Introduction to Law and the Legal System

PLA 2610 Real Estate Law
40 hours, 4 credits

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

Prerequisite: Introduction to Law and the Legal System

PLA 2800 Family Law
40 hours, 4 credits

This course is designed to teach the student to handle client interviews, to draft necessary pleadings and supporting documents, and to perform research relative to the practice of family law and domestic relations matters. The student will develop an understanding of the law relating to marriage, cohabitation, divorce, annulment, custody and support, adoption, guardianship and paternity. Students will draft pleadings and documents including antenuptial and property settlement agreements.

Prerequisite: Introduction to Law and the Legal System

PLA 2816 Paralegal Capstone
50 hours, 5 credits

This course will provide students with an opportunity to integrate learning, skills, and theoretical knowledge from the Paralegal program in the form of real-world paralegal activities simulated in the online environment. Interview videos will be reviewed and analyzed, paralegal files completed, and electronic office and paperless office methods will be practiced.

Pre- or co-requisite: Law Office Technology: Cyberspace and the Paralegal Profession; Expected to be the final lower-level core course completed

PLA 2940 Paralegal Internship
130 hours, 5 credits

This course provides the student with the opportunity to gain practical work experience under the supervision of an attorney. The student must periodically submit written reports to the supervising instructor describing his/her experiences during the internship. The student is evaluated by his/her supervisor at the conclusion of the internship.

Prerequisite: Expected to be the final lower-level core course completed

POT 4001 Political Thought
40 hours, 4 credits

The aim of this course is to understand and appreciate some important authors and traditions of political thought. The course will cover such topics as authority, consent, freedom and obligation.

Prerequisite: None

PRN 1086 Introduction to Practical Nursing
20 hours, 2 credits

This course introduces the student to key concepts of practical nursing. The student will be exposed to the practical nursing expectations and scope of practice in diverse healthcare settings. Also included are aspects of patient-centered care based upon evidence and quality. The concept-based framework for the Practical Nursing Program is introduced with special emphasis placed on teamwork, safety, communication, and Nursing informatics. Students will delve into the knowledge, skills, and attitudes needed to practice safely in the nursing profession by discovering their own learning styles and personal identities.

Prerequisite: Admission to the Practical Nursing Program

PRN 1192 Fundamentals of Practical Nursing
112.5 hours, 6 credits**PRN 1192 Lecture (30 hours, 3 credits)****PRN 1192L Lab (15 hours, .75 credits)****PRN 1192LL Clinical (67.5 hours, 2.25 credits)**

This course is comprised of a theory, lab, and clinical component where students are introduced to the fundamental concepts and nursing abilities required to meet basic health and wellness needs. The theoretical basis for nursing judgment, patient-centered care, growth and development, and basic physiological concepts are presented. Emphasis is placed on knowledge, skills, and attitudes needed to provide safe, quality care for a diverse set of clients across the lifespan. Special emphasis is placed on teamwork, communication, and nursing informatics as it pertains to the healthcare infrastructure. The student must demonstrate proficiency in a variety of nursing skills in order to successfully complete this course.

Prerequisite: Admission to the Practical Nursing Program

Pre- or co-requisite: Introduction to Practical Nursing

PRN 1245 Practical Nursing I
110 hours, 6 credits**PRN 1245 Lecture (32.5 hours, 3.25 credits)****PRN 1245L Lab (10 hours, .5 credits)****PRN 1245LL Clinical (67.5 hours, 2.25 credits)**

This course is comprised of a theory, lab, and clinical component where students are building on the functional ability and nursing judgment required to meet basic health and wellness needs. The theoretical bases for education and health promotion, as well as pain management, are presented. The student must demonstrate increasing proficiency in all knowledge, skills, and attitudes needed to provide, safe, quality care for diverse clients across the lifespan in order to successfully complete this course.

Prerequisite: Fundamentals of Practical Nursing

Pre- or co-requisites: Basic Pharmacology; Nutritional Principles in Nursing

COURSE DESCRIPTIONS

PRN 1356 Basic Pharmacology**40 hours, 3 credits****PRN 1356 Lecture (20 hours, 2 credits)****PRN 1356L Lab (20 hours, 1 credit)**

This course is comprised of a theory and lab component where students acquire knowledge, skills, and attitudes to safely and effectively provide pharmacologic therapies to patients. Theoretical emphasis is placed on absorption, distribution, metabolism, and excretion, as well as the current "rights of medication administration," and basic dosage calculation. The course builds upon critical thinking concepts and nursing judgment to ensure basic safety in the administration of medications at a beginning practical nurse skill level.

Pre- or co-requisite: Structure and Function of the Human Body; Algebra

PRN 1417 Practical Nursing II**110 hours, 6 credits****PRN 1417 Lecture (32.5 hours, 3.25 credits)****PRN 1417L Lab (10 hours, .5 credits)****PRN 1417LL Clinical (67.5 hours, 2.25 credits)**

This course is comprised of a theory, lab, and clinical component where students are building on the fundamental concepts and nursing abilities developed in Practical Nursing I. The theoretical basis for nursing judgment, as it relates to communication and teamwork in the clinical setting, is required for successful completion of this course. The student must also demonstrate increasing proficiency in all knowledge, skills, and attitudes necessary to provide, safe, quality care for diverse clients across the lifespan.

Prerequisite: Practical Nursing I

PRN 1486 Gerontologic Nursing**30 hours, 3 credits**

This course is comprised of a theory component where students acquire knowledge, skills, and attitudes to safely and effectively support the Functional Ability of the aging adult. This course builds on concepts required to meet basic health and wellness needs that are specific to the aging adult. Students are expected to apply nursing judgment and critical thought to principles presented in this course throughout concurrent and future Nursing Lab and Clinical Experiences.

Prerequisite: Fundamentals of Practical Nursing

Pre- or co-requisites: Basic Pharmacology; Nutritional Principles in Nursing

PRN 1555 Psychosocial Nursing**55 hours, 4 credits****PRN 1555 Lecture (32.5 hours, 3.25 credits)****PRN 1555LL Clinical (22.5 hours, .75 credits)**

This course consists of both a theory and clinical component that focuses on the care of clients with mental health and behavioral disorders across the lifespan in a variety of clinical settings. Emphasis is placed on concepts such as motivational wellness, psychosocial integrity, addiction and the theoretical basis for complementary and alternative medicine, as it applies to pharmacologic therapies in this setting. The student must achieve proficiency in a variety of nursing skills and attitudes, inclusive of psychomotor skills and affective interactions in the clinical setting, in order to successfully complete this course.

Prerequisite: Practical Nursing I

PRN 1648 Practical Nursing III**115 hours, 6 credits****PRN 1648 Lecture (30 hours, 3 credits)****PRN 1648L Lab (10 hours, 0.5 credit)****PRN 1648LL Clinical (75 hours, 2.5 credits)**

This course is comprised of a theory, lab, and clinical component where students are completing their development of the fundamental concepts and nursing abilities required for the practical nursing role. This course will continue to build on previously learned concepts. The student must also demonstrate proficiency in all knowledge, skills, and attitudes necessary to provide, safe, quality care for diverse clients across the lifespan in order to successfully complete this course.

Prerequisite: Practical Nursing II

PRN 1932 Family Nursing**60 hours, 4 credits****PRN 1932 Lecture (30 hours, 3 credits)****PRN 1932LL Clinical (30 hours, 1 credit)**

This course consists of both a theory and clinical component that focus on the knowledge, skills, and attitudes required to function in the appropriate role of the practical nurse in a family health clinic or similar environment. Emphasis is placed on reproduction as well as growth and development. The theoretical basis for complementary and alternative medicine, in conjunction with specific pharmacologic therapies for these clients will be introduced. Students are required to apply all previously introduced concepts. The student must achieve proficiency in a variety of nursing skills and attitudes, inclusive of psychomotor skills and affective interactions in the clinical setting, in order to successfully complete this course.

Prerequisite: Practical Nursing II

Pre- or co-requisite: Psychosocial Nursing

PRN 1971 Practical Nursing Capstone**20 hours, 2 credits**

This course reflects on the student's journey through the Practical Nursing Program, prepares the student for licensure, and guides the student on transition to practice. The concept-based framework is reviewed, along with the fundamental QSEN Core Competencies. Students will delve into the knowledge, skills, and attitudes needed to successfully complete the licensure exam and safely transition to a beginning graduate practical nurse role.

Pre- or co-requisite: Professional Nursing III

PSY 1012 General Psychology**40 hours, 4 credits**

This course will provide students with a general understanding of basic methodologies, concepts, theories, and practices in contemporary psychology. Areas of investigation may include the goals and research methodologies of psychology, the science of the brain, theories of human development and intelligence, concepts of motivation and emotions, the science of sensation and perceptions, and the current practices pertaining to psychological disorders, therapies, and treatments.

Prerequisite: None

PSY 2420 Abnormal Psychology**40 hours, 4 credits**

This course teaches students the applied discipline of abnormal psychology. Students will explore abnormal behavior in disparate societies and cultures. Applications include 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 which may affect a person's ability to adapt and function in a community will be considered, such as genetic makeup, physical condition, reasoning, and socialization.

Prerequisite: General Psychology

PSY 3738 The Psychology of Social Media**40 hours, 4 credits**

This course examines psychology impacts when humans engage with peers through online networks for social and professional use. Benefits to be explored include networking, distance team building, access to global perspectives, and social media's impact on Benedict Anderson's "Imagined Communities." Also explored will be the psychology of harmful online behaviors such as cyberbullying and trolling.

Prerequisites: None

PTN 1009 Foundations of Pharmacy Practice**40 hours, 4 credits**

This course serves as an introduction to the history and origins of the practice of pharmacy and the role of a pharmacy technician. This course will also provide an overview of pharmacy laws and safety guidelines, compounding equipment, billing procedures, mathematical equations, types of medication, and routes of administration. Application of pharmacy terminology and abbreviations will be covered.

Pre- or co-requisite: Medical Terminology

PTN 1146 Pharmacy Calculations**40 hours, 4 credits**

This course provides the calculations necessary to be a successful member of the pharmacy team. Students will learn how to calculate dosages that meet the safety laws and regulations of the practice of pharmacy. Students will also be prepared to calculate measurements, conversions, ratios, and dilutions.

Prerequisite: Foundations of Pharmacy

PTN 1237 Pharmacology for Technicians**40 hours, 4 credits**

This course will provide students with the knowledge of common drugs, classifications, and their impact on various body systems. Topics covered include routes of administration, medication preparations and supplies, basic math calculations, and therapeutic uses for common prescription and non-prescription pharmaceutical agents. Students will study the processes involved with reviewing patient medication orders and will learn about the various equipment used to administer pharmaceutical agents.

Prerequisite: Medical Terminology;

Pre- or co-requisite: Structure and Function of the Human Body

PTN 1454 Sterile and Non-Sterile Compounding**30 hours, 2 credits**

The student will learn to prepare sterile and non-sterile compounds. In this course the students will apply pharmacy math skills to calculate the dose necessary to compound sterile and non-sterile products. Emphasis will be placed on proper aseptic technique, compounding non-sterile products, identifying compounding supplies, handling of chemotherapy and biological agents, compounding of total parenteral nutrition (TPNs), and interpreting and labeling of compounded medication orders.

Prerequisite: Pharmacy Calculations;

Pre/Co-req: Pharmacy for Technicians

PTN 2050 Pharmacy Technician Capstone**30 hours, 3 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.

Prerequisite: Expected to be the final lower-level core course completed

PTN 2873 Pharmacy Retail Practicum**60 hours, 2 credits**

Students will apply the knowledge gained from the program in a workplace setting. They will be able to provide high-quality customer service by utilizing learned communication skills and will gain experience working as a team member within the field of pharmacy. They will apply technical skills learned in the classroom, including but not limited to inventory management, automation, billing procedures, medication preparation, and dosage calculations. They will learn to operate the necessary equipment and software for processing medications and will be able to observe all safety procedures applied in the pharmacy setting.

Prerequisite: Expected to be the final lower-level core course completed

PTN 2915 Pharmacy Virtual Practicum**60 hours, 2 credits**

Students will apply the knowledge gained from the program in a virtual workplace setting. They will be able to provide high-quality customer service by utilizing learned communication skills and will gain experience working as a team member within the field of pharmacy. They will apply technical skills learned in the classroom, including but not limited to inventory management, automation, billing procedures, medication preparation, and dosage calculations. They will learn to operate the necessary equipment and software for processing medications and will be able to observe all safety procedures applied in the pharmacy setting.

Prerequisite: Expected to be the final lower-level core course completed

REL 3131 American Religious History**40 hours, 4 credits**

A survey of the contribution of religion to American culture, including the differences between rural and urban society, the development of religious freedom and the rise of a "secular religion." Examines the emergence of new forms of belief and practice and the variety of religious issues confronting American society today.

Prerequisite: None

REL 3308 Contemporary World Religions**40 hours, 4 credits**

An investigation of the historical and theological development of world religions from earliest times until the present. The course will cover the lives of the major religious founders and leaders in history, as well as the scriptures and religious text of world religions. The development of religious rituals will also be dealt with. The relationship between world religions and secular governments will be investigated, as well as the role and status of women in world religions.

Prerequisite: None

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

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

Prerequisite: None

RTE 1000 Introduction to Radiology and Patient Care**80 Hours, 5 Credits****RTE 1000 Lecture (20 hours, 2 credits)****RTE 1000L Lab (60 hours, 3 credits)**

This course provides an overview of radiology and its role in the healthcare system. Principles, practices and policies of healthcare organizations are explored. The legal, ethical and professional standards related to radiology are examined. This course will include the basics of patient care skills in the radiology department.

Prerequisite: None

RTE 1100 Radiology Physics**70 Hours, 5 Credits****RTE 1100 Lecture (30 hours, 3 credits)****RTE 1100L Lab (40 hours, 2 credits)**

This course is the study of radiographic physics. It places focus on the process in which the x-ray circuit creates electrons and the interactions that occur inside and outside the x-ray tube. Topics covered will be the x-ray circuit, x-ray production and photon interactions with matter. This course will prepare students for operation of the x-ray control panel and x-ray tube.

Prerequisite: Introduction to Radiology and Patient Care; Algebra

COURSE DESCRIPTIONS

RTE 1200 Advanced Modalities in Radiology
30 Hours, 3 Credits

This course provides a working knowledge of the different modalities available to the radiology technologist. The student will be introduced to the application of these different modalities, methods by which images are acquired, and recognize the differences in images for specific modalities.

Prerequisite: Introduction to Radiology and Patient Care

RTE 2000 Radiographic Equipment and Acquisition
40 Hours, 3 Credits

This course is the study of factors that influence radiographic images and the equipment that produces the images. It places focus on the correct selection of factors and operation of equipment to produce a quality image.

Topics covered include: control panels and automatic exposure control devices; photographic and geometric factors that influence images; film; computed radiography; and direct radiography equipment and processing. This course will prepare students for operation of all radiographic equipment and the selection of appropriate factors.

Prerequisite: Introduction to Radiology and Patient Care, Radiology Physics

RTE 2100 Radiographic Evaluation, Disease, and Quality Control
30 Hours, 3 Credits

This course is the study of the analysis of radiographic images, and the quality control for radiographic equipment. It places focus on the critical-thinking skills required to analyze healthy and diseased images and make the appropriate adjustments as necessary. Topics covered will include image criteria, diseases, and quality control equipment tests. This course will prepare students for critiquing images, identifying diseases, and quality control testing.

Prerequisite: Structure and Function of the Human Body; Introduction to Radiology and Patient Care; Radiographic Equipment and Acquisition

RTE 2200 Radiobiology and Radiation Protection
50 Hours, 4 Credits

This course is the study of the effects of radiation on the human body and how to minimize exposure through radiation protection. It will focus on implementing the ALARA principle in order to safely use diagnostic radiation in the medical field. It will cover short- and long-term effects of radiation and protection measures used in clinical settings. This course will prepare students to go into an externship with a solid foundation of ionizing radiation interactions with biologic systems.

Prerequisite: Introduction to Radiology and Patient Care

RTE 2300 Radiographic Positioning and Anatomy I
110 Hours, 5 Credits

RTE 2300 Lecture (10 hours, 1 credit)

RTE 2300L Lab (40 hours, 2 credits)

RTE 2300LL Clinical (60 hours, 2 credits)

This course is the introduction course to radiography positioning and associated anatomy of the chest, bony thorax, upper extremities, and abdomen. It places focus on the foundations of diagnostically sound radiograph positioning. Topics covered will include: standard routine projections for chest, bony thorax, upper extremities, and the abdomen; medical and positional terminology associated with proper positioning; and complete image analysis. This course introduces students to becoming a real-world radiographer. During this course, students will complete a clinical experience to demonstrate knowledge and skills.

Prerequisite: Structure and Function of the Human Body; Radiology Physics; Introduction to Radiology and Patient Care

RTE 2400 Radiographic Positioning and Anatomy II

110 Hours, 5 Credits

RTE 2400 Lecture (10 hours, 1 credit)

RTE 2400L Lab (40 hours, 2 credits)

RTE 2400LL Clinical (60 hours, 2 credits)

This course is the study of proper radiographic positioning of the lower extremities, pelvic girdle, and spine. It places focus on maintaining the level of knowledge and professionalism developed within Radiographic Positioning and Anatomy I and continues to expand the student's knowledge, skills, and abilities within radiography. Topics covered include the standard routine projections for the lower extremities, pelvic girdle, and spine as well as associated image analysis. This course gives the student expanded preparation for becoming a radiographer. During this course, students will complete a clinical experience to demonstrate knowledge and skills.

Prerequisite: Radiographic Positioning and Anatomy I

RTE 2500 Radiographic Positioning and Anatomy III

110 Hours, 5 Credits

RTE 2500 Lecture (10 hours, 1 credit)

RTE 2500L Lab (40 hours, 2 credits)

RTE 2500LL Clinical (60 hours, 2 credits)

This course is the study of proper radiographic positioning of the skull, fluoroscopy, and special procedures. It places focus on trauma protocols, special procedures as well as critical-thinking scenarios. Topics covered are proper C-arm use, fluoroscopic procedures, and possible pharmaceutical reactions that may occur in radiology. This course will prepare the students with knowledge needed to perform at all levels of the clinical rotations. During this course, students will complete a clinical experience to demonstrate knowledge and skills.

Prerequisite: Radiographic Positioning and Anatomy II

RTE 2600 Radiologic Technology Practicum I
300 Hours, 10 Credits

This course is designed to provide the student with a clinical experience that includes a solid introduction to radiographic imaging in various clinical settings. This course functions to expand and apply knowledge gained in the Radiographic Positioning and Anatomy courses. One of the assumptions of this curriculum is that the student who has passed the Radiographic Technology core courses will be ready to apply knowledge by operating radiographic equipment and procuring quality radiographic images beginning Week 1 of this course.

Prerequisite: Radiographic Positioning and Anatomy III; Radiobiology and Radiation Protection

RTE 2700 Radiologic Technology Practicum II
300 Hours, 10 Credits

This course is designed to provide the student with a clinical experience that includes a solid introduction to radiographic imaging in various clinical settings. This course functions to expand and apply knowledge gained in the Radiographic Positioning and Anatomy courses. One of the assumptions of this curriculum is that the student who has passed the Radiographic Technology core courses will be ready to apply knowledge by operating radiographic equipment and procuring quality radiographic images beginning Week 1 of this course.

Prerequisite: Radiographic Technology Practicum I; successful completion of all Radiologic Technology program core courses except Radiographic Technology Practicum II, and Career Development

RTE 2800 Radiologic Technology Practicum III
300 Hours, 10 Credits

This course is designed to provide the student with a clinical experience that includes a solid introduction to radiographic imaging in various clinical settings. This course functions to expand and apply knowledge gained in the Radiographic Positioning and Anatomy courses. One of the assumptions of this curriculum is that the student who has passed the Radiographic Technology core courses will be ready to apply knowledge by operating radiographic equipment and procuring quality radiographic images beginning Week 1 of this course.

Prerequisite: Radiographic Technology Practicum II

RTE 2900 Radiography Technology Capstone
20 Hours, 2 Credits

In conjunction with the Radiography Practicum, students will complete an online Radiographic Technology Capstone course. In this course, students will learn job-search techniques and skills for entry-level radiographic technologists as well as share and learn from their practicum experiences with the class. Students will also prepare to sit for the ARRT certification exam.

Prerequisite: Successful completion of all Radiologic Technology program core courses except Radiologic Technology Practicum III

SPC 2017 Oral Communication
40 hours, 4 credits

This course will present students with a broad understanding of communication in a variety of contexts. Students will learn the processes and strategies of oral communication by exploring speech anxiety, audience analysis, and organizational speech patterns. Students will research, use supporting materials, and use effective language to develop and present a narrative, informative and persuasive speech.

Prerequisite: None

SPN 271 Conversational Spanish
40 hours, 4 credits

This course focuses on common words and phrases students need to develop a working vocabulary which will enable them to communicate with Spanish-speaking individuals in their personal and professional lives. Although oral communication is stressed, included is an overview of Spanish grammar, phonetic pronunciation, and Hispanic culture.

Prerequisite: None

STA 1625 Essential Statistics and Analytics
40 hours, 4 credits

In this course students will be introduced to descriptive analytics. They will develop basic statistical literacy along with the ability to analyze and evaluate real-life problems using statistical methods. Students will learn to organize and present quantitative data by means of graphical and numerical methods. Topics include descriptive statistics, basic probability theory, discrete and continuous probability distributions, and sampling distributions.

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

STA 3140 Advanced Statistics and Analytics
40 hours, 4 credits

In this course students will be introduced to statistical methods used for predictive analytics. They will continue to build on their previous statistics knowledge while strengthening their abilities to analyze and solve real-life problems using statistical methods. Topics may include, but are not limited to, estimation, hypothesis testing, correlation and regression, chi-square tests, and analysis of variance.

Prerequisite: Passing grade in Developmental Education or placement determined by Rasmussen College entrance placement exam score

STA 3215 Inferential Statistics and Analytics
40 hours, 4 credits

In this course, students will be introduced to statistical methods used for predictive analytics. They will continue to build on their previous statistics knowledge while strengthening their abilities to analyze and solve real-life problems using statistical methods. Topics may include, but are not limited to estimation, hypothesis testing, correlation and regression, chi-square tests, and analysis of variance.

Prerequisite: Passing grade in Developmental Education coursework or placement determined by Rasmussen College entrance placement exam

STS 1005C Fundamentals of Surgical Technology
70 hours, 4 credits

This course will orient the student to surgical technology and prepare them for scrub and circulator duties as well as Surgical Procedures I, and Surgical Practicum I and II. Topics include standards of conduct, special populations, safety standards, equipment, biomedical science, asepsis and sterile technique, anesthesia, surgical supplies and instrumentation.

Prerequisites: Medical Terminology; Structure and Function of the Human Body
Pre- or co-requisite: Human Anatomy and Physiology I

STS 1186C Surgical Procedures I
70 hours, 4 credits

This course will expand on the duties and responsibilities as the role of scrub or STSR and circulator in the field of surgical technology. Areas explored and applied in this course include wound healing, surgical case management, instrumentation, diagnostic procedures, and an introduction to general surgery and the scrub role. This course is a preparatory class for Surgical Procedures II.

Prerequisite: Fundamentals of Surgical Technology

STS 1260 Surgical Pharmacology
20 hours, 2 credits

Students in this course will demonstrate an understanding of pharmacology and anesthesia concepts and their applications related to the field of surgical technology. They will study anesthesia methods, agents, and techniques of administration. They will also be able to define terminology related to pharmacology, identify medications used on surgical patients, and describe safe practices of medication handling in the surgical environment.

Prerequisites: Medical Terminology; Structure and Function of the Human Body

Pre- or co-requisite: Fundamentals of Surgical Technology

STS 1347 Surgical Microbiology
20 hours, 2 credits

This course has been designed to educate the student in the treatment of the disease-causing organisms that may present with a surgical patient or develop post-surgery as an acquired infection. This course specifically addresses the needs of the surgical technologist in maintaining aseptic techniques and caring for surgical patients before, during, and after surgery.

Prerequisites: Medical Terminology; Human Anatomy and Physiology I

STS 2080C Surgical Procedures II
70 hours, 4 credits

This course further expands upon the duties and responsibilities as the role of scrub in the field of surgical technology. Surgical areas explored and applied in this course include obstetrics/gynecology, ophthalmic, otorhinolaryngologic, maxillofacial, plastic and reconstructive.

This course is a preparatory class for Surgical Procedures III and Surgical Practicum I and II.

Prerequisite: Surgical Procedures I

COURSE DESCRIPTIONS

STS 2180C Surgical Procedures III
70 hours, 4 credits

This course will expand on the duties and responsibilities as the role of scrub in the field of surgical technology. Surgical areas explored and applied in this course include, genitourinary, orthopedic, cardiothoracic, peripheral vascular, and neurosurgery. This course is a preparatory class for Surgical Practicum I and II.

Prerequisite: Surgical Procedures II

STS 2304 Surgical Tech Practicum I
250 hours, 8 credits

This course is designed to provide the student with a clinical experience that includes a solid introduction to the operating room, and to scrub and circulating routines. This course functions to expand and apply knowledge gained in the Surgical Procedures courses. One of the assumptions of this curriculum is that the student who has passed the Clinical Readiness portion of the program will be ready to apply knowledge by scrubbing and circulating in a supervised setting beginning Week 1 of this course.

Prerequisite: Successful completion of all ST core courses except Surgical Tech Practicum II, and Career Development

STS 2305 Surgical Tech Practicum II
250 hours, 8 credits

This course is designed to provide the student with a clinical experience that includes a solid introduction to the operating room, and to scrub and circulating routines. This course functions to expand and apply knowledge gained in the Surgical Procedures courses and the Surgical Tech Practicum I clinical experience. One of the assumptions of this curriculum is that the student who has passed Surgical Practicum I will continue to apply knowledge by scrubbing and circulating in a supervised setting beginning Week 1 of this course.

Prerequisite: Surgical Tech Practicum I

SYG 1000 Introduction to Sociology
40 hours, 4 credits

This course introduces students to basic sociology terms and concepts. Students will understand how to apply sociological concepts and theories and analyze the structure and relationships of social institutions and the process of social change. Students will explore a variety of topics of sociological interest, including socialization, social inequality, social movements, and the impact of technology and social change on society.

Prerequisite: None

SYG 4119 Sociology in a Digital World
40 hours, 4 credits

This course examines how society's structure adapts as densely populated cities grow and more crowds congregate and create data in cyberspace. Topics to be explored through a sociological lens include wikis, big data, the digital divide, online networking, the evolution of language, and deviance.

Prerequisites: None

SYO 4180 Work and Family
40 hours, 4 credits

This course focuses on the overlapping worlds of work and family. It examines both the nature of the links that exist between the two major social institutions as well as the issues and problems that result from the combination of individuals' work and family responsibilities. An emphasis is placed on female labor force participation.

Prerequisite: None

TAX 2002 Income Tax
40 hours, 4 credits

This course is designed to provide knowledge of the rights, options, and requirements in filing returns for the individual and small business.

Prerequisite: Financial Accounting II

TAX 3010 Taxation of Individuals
40 hours, 4 credits

This course is designed to provide knowledge of the rights, options, and requirements in filing returns for the individual and small business. Focus is on income, exclusions, deductions, exemptions, credits, property, gift, estate tax and depreciation.

Prerequisite: Financial Accounting II

TAX 3257 Partnership and Corporate Taxation
40 hours, 4 credits

This course is a comprehensive study of corporate taxation. It includes how to prepare and file corporate tax returns, tax strategies for liquidating a corporation, and how to form and structure corporations and partnerships and the associated tax considerations.

Prerequisite: None

TAX 4011 Advanced Federal Tax Theory
40 hours, 4 credits

This course provides advanced instruction in the tax laws as implemented by the Internal Revenue Service, addressing individuals, corporations, and partnerships.

Prerequisite: Taxation of Individuals

TRA 3086 Principles of Supply Chain
40 hours, 4 credits

This course is the study of supply chain management from an operational, tactical, and strategic perspective within the organization. Topics will include the relationships and flows of materials, information, and resources. This course will provide students with the understanding of supply chain creating value, enhancing efficiencies, and satisfying customers through optimization.

Prerequisite: None

TRA 3142 Quality Improvement
40 hours, 4 credits

This course provides a comprehensive discussion in quality and process management. Topics include course work in the following areas: evaluating differing perspectives related to quality, understanding quality theories and applications, integrating global supply chain and international quality standards, understanding the strategic quality planning process, describing the importance of the customer in the quality-driven process, describing the importance of benchmarking in the development of quality design, evaluating quality and innovation in product and process design, developing and managing quality improvement teams, describing processes for the implementation and validation of a quality system, and applying quality audit processes in the business environment.

Prerequisite: None

TRA 4017 Procurement and Supplier Relations
40 hours, 4 credits

This course offers students exposure to a wide range of purchasing techniques and strategies used across a broad spectrum of industries. In this course, students will gain insight into both tactical and strategic decisions routinely found in today's business environment. Students will learn how to effectively source, solicit bids, negotiate, and select suppliers based on dynamic, real-world scenarios.

Prerequisite: Principles of Supply Chain

TRA 4153 Supply Chain Risk and Compliance
40 hours, 4 credits

This course reviews regulatory compliance mandates around the world. Students will understand the scope, impact and risks associated with regulation requirements on supply chain, including managing logistics and trade compliance, understanding environmental and safety compliance, and becoming skilled at policy development to ensure compliance throughout the supply chain.

Prerequisite: None

TRA 4238 Transportation and Distribution Management
40 hours, 4 credits

This course covers essentials of transportation and distribution management. Students will build key skills related to selecting the optimal mode of transportation while considering the impact to the customers and the overall supply chain.

Prerequisite: None

TRA 4370 Inventory Management
40 hours, 4 credits

This course is the study of the knowledge associated with successfully managing inventory and warehouse operations. Topics covered in this course will include strategic design, analytical assessment, and process build. This course will prepare students for work within the field of supply chain and logistics management.

Prerequisite: None

TRA 4490 Supply Chain and Logistics Management Internship
70 hours, 3 credits**TRA 4490 Lecture (10 hours, 1 credits)**
TRA 4490LL Field Experience (60 hours, 2 credits)

This course will synthesize outcomes from the Supply Chain and Logistics Management program and allow students to exhibit their learning in a field experience. Students working in-field will reflect upon and apply knowledge and skills in the areas of global logistics, operations, supply chain, process improvement, and advanced technologies. At the conclusion of their internships, students will submit a capstone project demonstrating synthesis of, and reflection upon, their learning.

Prerequisite: Supply Chain and Logistics Management student in their final term

TRA 4495 Supply Chain and Logistics Management Capstone
30 hours, 3 credits

This course will synthesize learning from the Supply Chain and Logistics Management program. Students will reflect upon and demonstrate understanding in the areas of global logistics, operations, supply chain, process improvement, and advanced technologies. Students will submit a capstone project demonstrating synthesis of their learning. Optionally, students may achieve these course objectives through a supply chain internship.

Prerequisite: Supply Chain and Logistics Management student in their final term

WST 4350 Gender in Math and Science
40 hours, 4 credits

This course examines the personal and collective educational experiences, career paths, and discoveries of female researchers, teachers, and practitioners in the fields of mathematics and science.

Prerequisite: None

ACADEMIC INFORMATION AND COLLEGE POLICIES

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

ADMISSIONS AND ENROLLMENT PROCEDURES

Congratulations on taking the first steps toward earning your degree and achieving your professional goals. If you haven't already done so, schedule a time to discuss your educational and career objectives with a member of our admissions team. Contact information is at the end of this document and on our website at rasmussen.edu. Our staff is knowledgeable in helping you select the right major to prepare you for your desired career. Whether you are looking at a campus-based, online, or a blended learning model, our staff will assist you in planning your course schedule and connect you with our student financial services team to get you started on your journey toward earning a college degree. When you've chosen the program that best meets your needs, apply for admission by submitting or completing the following:

- Data sheet and enrollment agreement
- Attestation of high school graduation or equivalency
- Rasmussen College entrance placement exam(s)
- Non-Cognitive assessment (if applicable)
- All financial arrangements are complete, submitted and verified
- Criminal background check: Some programs require applicants to complete a criminal background check. Please see College Acceptance or Rejection of Application for Admission for more details.
- Individuals applying for admission to the Health Information Management, Law Enforcement, Medical Laboratory Technician, Paralegal Certificate, Physical Therapist Assistant, Radiologic Technology, Surgical Technologist, or School of Nursing programs must meet program-specific admissions requirements, in addition to all general Rasmussen College admissions requirements. See the admissions policies for these programs under Academic Information and College Policies.
- All prospective students, except as noted below, are required to complete an experiential online orientation course to remain enrolled at Rasmussen College. This required online orientation course provides students with valuable tools and knowledge necessary for success at Rasmussen College. The following students are exempt from the online orientation course:
 - Graduates and Completers who return within two Rasmussen College academic start dates following their graduation date
 - Returning students who reenter within two Rasmussen College academic start dates since withdrawing from the College.
 - Prior applicants who previously completed the online orientation within the two most recent Rasmussen College academic start dates
 - Academy for Urban School Leadership
- International Students seeking admission in non-Nursing programs are required to submit the following in addition to that above in order to apply for admission to Rasmussen College:
 - TOEFL score of at least 65 for the internet-based TOEFL iBT® exam.
 - Graduates of high schools outside of the United States need to provide an official transcript or high school diploma along with their standard attestation. Additionally, if the transcript/diploma is not in English, it needs to be evaluated by an academic credential evaluation agency

to indicate the student's education level equivalent to U. S. secondary education standards.

- Rasmussen College is an approved Student and Exchange Visitor Program (SEVP) School. All international students seeking an F-1 Visa will need to provide evidence that all of the qualifications of the Form I-20 have been met before Rasmussen College will issue an I-20.

- International Students who seek admission to Nursing programs are required to submit the following in addition to that above in order to apply for admission to programs within the Rasmussen College School of Nursing:
 - Graduates of high schools outside of the United States need to provide an official transcript or high school diploma along with their standard attestation. Additionally, if the transcript/diploma is not in English, it needs to be evaluated by an academic credential evaluation agency to indicate the student's education level equivalent to U.S. secondary education standards.
 - TOEFL iBT® exam scores must meet the following requirements which reflect intermediate level skills:

Reading:	15
Listening:	15
Speaking:	18
Writing:	17
Total:	65

- 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, except any non-refundable test fees required for the Medical Laboratory Technician, Surgical Technologist, or School of Nursing programs.

Rasmussen College Admissions Nondiscrimination Policy

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

Student Definition

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

College Acceptance or Rejection of Enrollment

The College will notify each applicant in writing of acceptance or rejection based on fulfillment of the following requirements:

- Completed data sheet and enrollment agreement

- An attestation of high school graduation or equivalency. If any information provided on the attestation is found to be false, the student will be subject to immediate dismissal from the College, all credits will be invalidated and any financial aid will have to be repaid.

- Applicants providing a college transcript* indicating a grade of C or higher or a grade of Pass in college-level English and/or mathematics are not required to complete College entrance placement examinations in the corresponding subject area and will not require developmental coursework in areas in which they have previously proven this proficiency.

Applicants without a conferred associate's degree or higher and who have not completed a college-level English course are required to complete the Reading & Writing sections of the placement examination. Students who have not completed a college-level math course are required to complete the math portion of the placement examination.

Applicants providing a transcript* with a conferred associate's degree or higher are not required to complete the College entrance placement examination in Reading and Writing and will not require Developmental Education coursework in this area. Students providing a transcript with a conferred associate's degree or higher indicating a passing grade in college-level mathematics are not required to complete the College entrance placement examination in mathematics and will not require Developmental Education coursework in this area.

- Successful completion of a non-cognitive assessment. All prospective students, except as noted below, of Rasmussen College must successfully complete the assessment prior to three business days from the start of the term. The following students are exempt from the non-cognitive assessment requirement: students who have previously completed the assessment as part of the entrance requirement into Rasmussen College; students accepted into Law Enforcement Skills, Law Enforcement Academic and Law Enforcement AAS, Nursing, programs that follow the 12-Week Quarters (6-Week Terms) Academic Calendar, Medical Laboratory Technician, Physical Therapist Assistant, Radiologic Technology, Surgical Technologist, and Individual Progress and Audit students.

- All financial arrangements are complete, submitted and verified.
- For selected programs, applicants must also pass a criminal background check. See Admissions Requirements additional information.
- Individuals applying for admission to the Health Information Management, Law Enforcement, Medical Laboratory Technician, Paralegal Certificate, Physical Therapist Assistant, Radiologic Technology, Surgical Technologist, or School of Nursing programs must meet program-specific admissions requirements, in addition to all general Rasmussen College admissions requirements. See the admissions policies for these programs under Academic Information and College Policies.

- International Students are required to submit the following in addition to that above in order to apply for admission to Rasmussen College:
 - Graduates of high schools outside of the United States need to provide an official transcript or high school diploma along with their standard attestation. Additionally, if the transcript/diploma is not in English, it needs to be evaluated by an academic credential evaluation agency to indicate

the student's education level equivalent to U.S. secondary education standards.

- TOEFL test score of 500 paper-based or 173 computer-based or 61 for Internet-based.
- Rasmussen College is an approved Student and Exchange Visitor Program (SEVP) School. All international students seeking an F-1 Visa will need to provide evidence that all of the qualifications of the Form I-20 have been met before Rasmussen College will issue an I-20. Form I-20 is a government form that tells the U.S. government that you are eligible for F-1 Student Status. It certifies that:

- 1) you are or expect to be a full-time student pursuing a degree at Rasmussen College;
- 2) you meet our admissions requirements;
- 3) you proved to us that you have enough financial resources to study and live in the U.S. without working illegally or suffering from poverty.

- In addition to all other admissions requirements, students must be at least 16 years old to enroll at Rasmussen College.

The College reserves the right to reject any applicant on the good faith belief that the applicant is seeking to enroll for any reason other than to obtain an educational degree or credential, or if the College determines that admission of the applicant would create a potential danger or disruption to the College or its existing students, staff and faculty.

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

College Acceptance or Rejection of Enrollment for Programs with 12-Week Quarters

The College will notify each applicant in writing of acceptance or rejection based on fulfillment of the following additional requirements:

- Completion of the Online Orientation course
- Applicants must have a conferred Associate of Science (AS), Associate of Arts (AA), or Associate of Applied Science (AAS) degree from a regionally or nationally accredited institution which is recognized by the Department of Education, or
- Alternatively (in some programs), the student must have successfully completed 60 quarter or 40 semester college-level credits with a grade of "C" or higher from a regionally or nationally accredited institution that is recognized by the Department of Education in order to be admitted. The student must have successfully completed, with a grade of "C" or higher, college-level math or natural science and English Composition coursework even if plans are to transfer credits from a previously attended program. Any student who is not transferring successfully completed college-level math or natural sciences and/or college-level English Composition coursework must achieve a score on the College entrance placement examination acceptable for admission into the College at a level that does not require developmental coursework. See transfer policies for program-specific entrance requirements.
- In order to determine eligibility and acceptance official and unofficial transcripts as well as grade histories from regionally or nationally accredited institutions recognized by the Department of Education will be evaluated per the transfer policy of Rasmussen College. Upon completion of the assessment, the applicant will receive a transfer credit evaluation that includes a summary of the courses that may be accepted for transfer. Official transfer of credit (TR) will be awarded for

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

ACADEMIC INFORMATION AND COLLEGE POLICIES

those courses upon receipt of an official transcript and enrollment in a program.

- An applicant may be accepted into a bachelor-completer program upon receipt of official or unofficial transcripts which prove prior credits. Official or unofficial transcripts must be received no later than the sixth business day of the first term of enrollment in order to begin the program. A student will be withdrawn from the College if official transcripts are not received by the Friday of the thirteenth week of enrollment. In the event that acceptance was based on credits earned

at multiple institutions, the official transcript from each institution must be received by the deadline. A student who is withdrawn may be considered for reentry in the next full quarter only upon submission of official transcripts.

- A paper transcript is "official" only as long as it remains in its sealed envelope from the issuing institution. An electronic (secure, certified PDF) transcript is "official" in its electronic form as long as it is sent directly from the issuing institution to Rasmussen College and has not been altered. A printed copy of a PDF transcript is not official.

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

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

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

A student who receives an MDHS disqualification is determined ineligible for admission and must complete the following:

- All Title IV, state and grant aid (Grants, Scholarships and VA) must be returned.
- The student must return all course technology and resources.
- If the student is taking transferable General Education courses, the student may elect to finish those courses for that quarter, if the student pays for the course technology and resources.

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

Immunization Requirements

Minnesota law (M.S. 135A.14) requires proof that all students born after 1956 are vaccinated against diphtheria, tetanus, measles, mumps, and rubella, allowing for certain specified exemptions. Non-exempt students must submit the required vaccination information within 45 days after their first enrollment, or they cannot remain enrolled. Please see the campus for a list of possible exceptions.

In addition to other entrance requirements, Health Sciences and Nursing programs may require specific immunizations upon enrollment. Please see your campus for details.

Early Childhood Education Associate's Degree Flex Choice Credit by Assessment Completer Option

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

School of Nursing and the School of Health Sciences Entrance Exam

Applicants who have successfully completed College entrance placement requirements for the College will be given access by admissions to the online registration process for the School of Health Sciences and School of Nursing Entrance Exam. Here the applicant may register and pay associated fees for the study materials and exam. Based on exam scores, applicants may apply for a School of Health Sciences or School of Nursing program of study for which they qualify. Any entrance exam results dated more than 12 months prior to application to Rasmussen

Entrance Assessment

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

Subject	Score	Course Placement
English	0-17 items correct	Not eligible for admission
	18-25 items correct	B080 Reading and Writing Strategies
	26-40 items correct	ENC 1101 English Composition
Math	0-10 items correct	B095 Combined Basic & Intermediate Algebra
	11-20 items correct	Lower-division Math/Natural Sciences coursework
Non-Illinois and Online:	0-7 items correct	B087 Practical Math
	8-20 items correct	Lower-division Math/Natural Sciences coursework

ADMISSIONS REQUIREMENTS

Background Checks

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

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

- Bachelor of Science in Nursing – Standard Entrance A-BSN
- Bachelor of Science in Nursing – Second Degree A-BSN
- Criminal Justice
- Early Childhood Education
- Health and Wellness
- Health Information Management
- Health Information Technician
- Health Sciences Associate's with Pharmacy Technician Specialization
- Healthcare Management
- Human Services
- Law Enforcement
- Law Enforcement Academic
- Law Enforcement Skills
- Medical Billing and Coding
- Paralegal
- Pharmacy Technician Certificate

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

- Health Sciences Associate's with General Specialization
- Health Sciences Associate's with Medical Assisting Specialization
- Medical Assisting Diploma
- Medical Laboratory Technician

- Physical Therapist Assistant
- Practical Nursing
- Professional Nursing
- Radiologic Technology
- Surgical Technologist

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

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

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

- Law Enforcement
- Law Enforcement Academic
- Law Enforcement Skills

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

- Bachelor of Science in Nursing – Standard Entrance A-BSN
- Bachelor of Science in Nursing – Second Degree A-BSN
- Physical Therapist Assistant
- Practical Nursing
- Professional Nursing

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

General Criminal and FDLE Background Check Process

Students enrolling in any of the general criminal background check programs will agree to the terms and conditions of the background check process as part of the order process. Students

A student enrolling in a program that requires a background check will not have his/her aid submitted until the student is determined to be eligible either through a clear or possible letter or successfully going through the appeals process. This process may delay a student's funding until the background check process is complete.

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

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

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

Minnesota Department of Human Services Background Check Process

A student enrolling in any of the MDHS designated programs will review and accept the MDHS Privacy Notice as part of the order process. If a student is not eligible for a program, he/she is also not eligible for financial aid while attending school for that program, and any financial aid funds disbursed must be returned to the lender.

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

ACADEMIC INFORMATION AND COLLEGE POLICIES

College will not be considered, with the following exception: students currently enrolled in a School of Nursing or School of Health Science program who transfer directly as an uninterrupted transfer (no time off between quarters) into a different program of study requiring TEAS assessment will not be required to retake the exam if the existing score meets the entrance threshold of the program into which they are transferring. Applicants who have previously taken the entrance exam within the past 12 months for admission to another institution may, at their own expense, have the results transferred to Rasmussen College. Transferred scores will be verified by the Dean of Nursing and/or Academic Dean. Current students in other programs wishing to transfer into a course of study requiring the admissions standards outlined above will be required to complete the entrance exam according to the composite score threshold and 12-month time limit.

All applicants must meet the following composite score threshold(s):

- TEAS Score for admissions eligibility for the Bachelor of Science in Nursing program, Standard Entrance Accelerated BSN Option and Second Degree Accelerated BSN Option: 75% or higher composite score. TEAS score is not required for Bachelor of Science in Nursing, RN to BSN.
- TEAS Score for admissions eligibility for Professional Nursing Associate's Degree program and Mobility Bridge Entrance Option: 65% or higher composite score.
- TEAS Score for admissions eligibility for Practical Nursing Diploma or Physical Therapist Assistant programs: 55% or higher composite score.
- TEAS Score for admissions eligibility for Medical Laboratory Technician, Radiologic Technology, or Surgical Technologist programs: 48.5% or higher composite score.
- TEAS Score for admissions eligibility for Health Science General Specialization program: 41.3% or higher composite score.

Threshold exam percentages will not be rounded.

Applying for Admission to the Early Childhood Education Leadership Bachelor's Degree

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

Acceptable Conferred Degrees:

- Early Childhood Education
- Education Foundations
- Early Childhood Development
- Elementary Education
- Child Development/Child Growth and Development
- Child and Family Studies
- Early Childhood and Youth Development
- Child Life Specialist/Assistant
- Human Services
- Early Childhood Special Education
- Child Care
- Education and Youth Studies
- Para-educator
- Child Psychology
- Early Care and Education
- Early Childhood Studies

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

- Student must have a conferred associate's degree or at least 91 credits of college level coursework with a grade of C or higher in each course that will be transferred.
- Students may be required to take additional coursework prior to being accepted in the program. The courses a student may be required to complete may include: Foundations of Child Development and Early Childhood Education Curriculum and Instruction. Prior transcripts will be evaluated on a course-by-course basis to determine which pre-qualification coursework is required.
- Students who are not transferring successfully completed Foundations of Child Development and Early Childhood Education Curriculum and Instruction or equivalent courses will be required to successfully complete the required coursework within a regularly scheduled quarter at the regular non-AcceleratED tuition rate prior to acceptance into the program.
- Students who are accepted into the program with these additional requirements are considered prequalified until all of the coursework listed above has been completed. Once the program pre-qualification requirements are met, the student will be accepted into the program.

Applying for Admission to the Criminal Justice Leadership and Management Bachelor's Degree

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

Acceptable Programs:

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

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

- Student must have a conferred associate's degree or at least 91 credits of college-level coursework with a grade of C or higher in each course that will be transferred.
- Students may be required to take additional coursework prior to being accepted in the program. The courses a student may be required to complete may include: Introduction to Criminal Justice, and Introduction to Criminal Law or Applied Criminal Procedures. Prior transcripts will be evaluated on a course-by-course basis to determine which prequalification coursework is required.
- Students who are not transferring successfully completed Introduction to Criminal Justice, Introduction to Criminal Law or Applied Criminal Procedures will be required to successfully complete the required coursework within a regularly scheduled quarter at the regular non-AcceleratED tuition rate prior to acceptance into the program.
- Students who are accepted into the program with these additional requirements are considered prequalified until all of the coursework listed above has been completed. Once the program prequalification requirements are met, the student will be accepted into the program.

Applying for Admission to the Computer Science Bachelor's Degree

Students entering this program must provide evidence of having a conferred associate's degree

from an accredited institution as recognized by the U.S. Department of Education in one of the programs listed below to gain acceptance to the program. Students seeking consideration of credit for work or professional experience must go through the Prior Learning Assessment (PLA) process as established through the Council for Adult Experiential Learning (CAEL). Acceptable associate's degree programs are:

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

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

- Student must have a conferred associate's degree or at least 90 quarter credits of college-level coursework with a grade of C or higher in each course that will be transferred.
- Students may be required to take additional coursework prior to being accepted into the program. The courses a student may be required to complete may include: C++ Programming, Database Fundamentals for Programming, and Introduction to HTML. Prior transcripts will be evaluated on a course by course basis to determine which prequalification coursework is required. A comparable introductory programming course needs to have been completed within the past three (3) years.
- Students who are not transferring successfully completed Programming Fundamentals and Introduction to Business, or equivalent courses, will be required to successfully complete the required coursework within a regularly scheduled quarter at the regular non-AcceleratED tuition rate prior to acceptance into the program.
- Students who are accepted into the program with these additional requirements are considered prequalified until all of the coursework listed above has been completed.

Once the program pre-qualification requirements are met, the student will be accepted into the program.

Computer Science Bachelor's Degree Computer Requirements

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

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

Applying for Admission into the Practical Nursing Program, Professional Nursing Program, or Bachelor of Science in Nursing Program through the Standard Entrance Accelerated BSN Entrance Option

Entrants pursuing admittance into a Practical Nursing Program, Professional Nursing Program, or Bachelor of Science in Nursing Program through the Standard Entrance Accelerated BSN Option or the Second Degree Accelerated BSN

Option must complete the following steps in order to be deemed eligible for admission:

1. Entrants must achieve a score on the School of Nursing Entrance Exam that is acceptable for admission to the School of Nursing per the School of Nursing and School of Health Sciences Entrance Exam policy.
2. Entrants successful in completing the College entrance placement exam requirements and the School of Nursing Entrance Exam must complete the following prior to being deemed eligible for consideration for admission:
 - Rasmussen College Enrollment Agreement and Attachments
 - Health Physical and proof of vaccinations
 - Criminal background screening
 - The entrant will be required to have current Basic Life Saving & Cardiopulmonary Resuscitation Certification with Defibrillator. A valid certification is defined in the School of Nursing Handbook.
 - Accepted entrants must complete the Rasmussen College experiential online orientation course and the School of Nursing Orientation.
 - Any additional program specific requirements as specified at the time of enrollment.
 - Entrants with prior college credits will receive a transcript evaluation during the admissions process.

Entrants will receive a letter from the College in the mail confirming acceptance once all entrance requirements have been met.

Applying for Admission into the RN to BSN Program

Complete Application Requirements:

- Applicants to this program must have a current unencumbered Registered Nurse license in the U.S., which will be verified.
- Applicants to this program are exempt from the Entrance Placement Exam requirements.
- Applicants with prior college credits will receive a transcript evaluation during the admissions process.
- Applicants will receive a letter from the College in the mail confirming acceptance once all admissions requirements have been met, including attendance at programmatic orientation.
- Accepted applicants must attend the Rasmussen College General Orientation.
- Any additional program specific requirements as specified at the time of enrollment.

Applying for Admission into the Bachelor of Science in Nursing Program, Second Degree Accelerated BSN (A-BSN)

Applicants must meet the following requirements in addition to the general nursing acceptance requirements above:

- Applicants with prior college credits will receive a transcript evaluation during the admissions process based upon submission of official or unofficial transcripts or grade documents. Acceptance in the program is based upon submission of official transcripts. Official transcripts must be received by the College no later than the sixth business day of the first quarter of enrollment.
- Applicants must have a conferred Bachelor's degree from a regionally or nationally accredited institution of higher learning as recognized by the Department of Education and

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the Council on Higher Education (CHEA) completed prior to acceptance.

- Any additional program specific requirements as specified at the time of enrollment.

Applicants will receive a letter from the College in the mail confirming acceptance once all entrance requirements have been met.

Former nursing students in good standing with the School of Nursing who have not been enrolled for more than 12 months must successfully repeat the School of Nursing Entrance Exam to be deemed eligible for reenrollment into the nursing program through a consultation with the Dean of Nursing.

School of Nursing Drug Testing Policy

Students enrolled in Rasmussen College's Practical Nursing Diploma program, Professional Nursing Associate's degree program, and Bachelor of Science in Nursing program through the Standard Entrance Accelerated BSN Entrance Option or the Second Degree Accelerated BSN Entrance Option ("Identified Programs") may be required to submit to drug testing throughout enrollment as a condition of placement at a clinical, practicum, or externship site. Students may also be subjected to reasonable-suspicion testing and/or post-accident testing as determined by Rasmussen College or any clinical, practicum, or externship partner at which the student is placed.

All costs associated with drug testing will be the sole responsibility of the entrant or student.

For pre-clinical testing, reasonable-suspicion testing, or post-accident testing, School of Nursing personnel at each campus will determine a deadline for order placement based on the circumstances that require testing. A current student who refuses to test or who does not meet the testing deadlines as outlined by School of Nursing personnel may be dismissed from Rasmussen College.

Negative-clear results allow a student to meet the drug testing requirements of the Identified Programs.

Negative-dilute results will not allow a student to meet the drug testing requirements of the Identified Programs. Students with a negative-dilute result will be required to re-test at their own cost. The order for the re-test must be placed within 72 hours of notification. A second negative-dilute result allows a student to meet the drug testing requirements of the Identified Programs. While two negative-dilute results allows a student to meet the drug testing requirements of Rasmussen College, any clinical, practicum, or externship site reserves the right to disqualify a student from placement based on these results. If a student chooses to continue in one of the Identified Programs with two negative-dilute results, he/she does so at his/her own risk understanding and acknowledging that two negative-dilute results may make him/her ineligible for participation in clinical, practicum, or externship experiences and/or may affect his/her ability to complete the Identified Program.

Prior to releasing a positive or positive-dilute result, the drug testing vendor will submit the result to a medical review officer (MRO). Students whose results are released for medical review will have an opportunity to present documentation or information to the MRO regarding any prescribed medication they are taking.

If the MRO is satisfied by the documentation that is presented, then the drug test will be released to Rasmussen College as a negative-clear result. If the MRO is not satisfied by the documentation that is presented, then the drug test result will be released to Rasmussen College as a positive result. If the student does not respond to the MRO's communication attempts, then the results will be released to Rasmussen College as a positive result. Rasmussen College will apply the federal standard for marijuana use, which means medicinally prescribed marijuana will not be recognized by the

MRO as being a valid prescription and will result in a positive test result.

A positive or positive-dilute pre-clinical placement drug test, reasonable-suspicion drug test, or post-accident drug test result will lead to dismissal from Identified Programs. The dismissed student will be responsible for any and all tuition and fees billed and any loans utilized throughout enrollment in the program.

A positive or positive-dilute pre-clinical placement alcohol test will not lead to automatic dismissal from the Identified Programs. Rasmussen College will attempt to find an alternate clinical placement for students in this circumstance. However, if an alternate clinical placement is not possible, it may lead to withdrawal from the program.

A student who refuses to test or fails to meet the deadlines for testing prescribed by Rasmussen College may be denied admission or dismissed from the program for failure to test.

Applying for Admission to the School of Health Sciences Associate's Degree and Certificates
For students enrolled in Minnesota or placed in Minnesota practicum sites, the following applies to School of Health Sciences Associate's Degree and Certificates:

- Minnesota campus applicants to this program must successfully complete and pass a Minnesota Department of Human Services background check.

All other School of Health Sciences Associate's Degree specializations and Certificates with a practicum component at a hospital or clinical site may require the following:

- Prior to the student beginning their externship, the full three injection series of the Hepatitis B immunization and all other program required immunizations must be completed.

Applying for Admission into the Health Information Management Bachelor's Degree program

Applicants pursuing admittance into the Health Information Management BS Degree program must possess an Associate's Degree in Health Information Technology/Management from a CAHIM accredited program earned within the past five years or have an associate's degree and possess a current RHIT credential. If the degree was obtained over five years ago, the student needs to have work experience in the health information industry within the last five years and approval by the Program Coordinator.

Applying for Admission into the Medical Laboratory Technician, Radiologic Technology, and Surgical Technologist Programs

Applicants pursuing admittance into the Medical Laboratory Technician (MLT), Radiologic Technology (RT), and Surgical Technologist (ST) Programs must complete the following steps in order to be deemed eligible for admission:

1. Applicants must achieve a score on the College Entrance Placement exam acceptable for admission into the College at a level that does not require remedial coursework. Alternatively the applicant must provide a college transcript indicating a grade of C or higher in college-level English and/or Mathematics. Former or current students who have either achieved an Entrance Placement exam score that is above that requiring a Developmental Education course or have provided a college transcript indicating a grade of C or higher in college-level English and Mathematics are not required to repeat the Entrance Placement exam. Once applicants have met the Entrance Placement requirements above, the School of Health Sciences Entrance Exam may be scheduled.

2. Applicants must achieve a score on the School of Health Sciences Entrance Exam that is acceptable for admission per the School of Nursing and School of Health Sciences Entrance Exam policy.

3. Applicants successful in completing the College Entrance Placement exam requirements and the School of Health Sciences Entrance Exam must complete the following prior to being deemed eligible for consideration for admission:

- Application
- Background screening
- Any additional program-specific requirements as specified at the time of enrollment. A Health Physical may be required and completed within the six months prior to internship/practicum as specified by the clinical facility.

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 School of Health Sciences Entrance Exam.

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 in the 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 classes. 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.

Applying for Admission into the Physical Therapist Assistant Associate's Degree

Applicants pursuing admittance into the Physical Therapist Assistant (PTA) program must complete the following steps in order to be deemed eligible for admission:

1. Applicants must achieve a score on the School of Health Sciences Entrance Exam that is acceptable for admission per the School of Nursing and School of Health Sciences Entrance Exam policy.
2. Applicants successful in completing the School of Health Sciences Entrance Exam must complete the following prior to being deemed eligible for consideration for admission:

- Application
- Background screening
- Any additional program-specific requirements as specified at the time of enrollment. A Health Physical may be required and completed within the six months prior to Internship/Practicum as specified by the clinical facility.

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 School of Health Sciences Entrance Exam.

Once the applicant file is complete, the College will schedule an interview between the applicant and Program Director or Clinical Education Coordinator. Students accepted into their program will receive a letter from the College in the 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 classes. 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.

Applying for Admission into Law Enforcement Programs

Applicants must achieve a score on the College Entrance Placement examination acceptable for admission into the College at a level that does not require Developmental Education coursework. Alternatively the applicant may be exempt from all or portions of the College Entrance Placement exam per the terms of the College Acceptance or Rejection of Application for Admission College Entrance Placement Exam requirements. Applicants with lower than admissible scores may choose to repeat the application process once an English Composition or Math course has been successfully completed. Applicants should understand that admission to the program is based on several factors with College entrance placement examination scores being the most significant. Therefore it must not be assumed or implied that successful completion of an English Composition and/or Math course will guarantee admission into the program.

Former or current students who have taken the Entrance Placement exam and scored above that requiring a Developmental Education course are not required to repeat the College Entrance Placement examination.

Applicants who achieve the required minimum scores or who have proven a grade of C or higher or a grade of Pass in college-level English and/or Mathematics will be contacted by their Program Manager to complete the following:

- Information session
- Certified driving record documentation
- Criminal history record documentation
- Two-page written autobiography
- Health physical
- Psychological evaluation

Once the applicant file is complete, the Program Manager will schedule a face-to-face interview between the applicant and Program Coordinator/Director.

Following this interview, applicants can continue with the necessary steps to proceed, which include

- Application
- Provide official high school and college transcripts
- Rasmussen College background check
- Any additional program-specific requirements as specified at the time of enrollment

Upon completing the application process, the completed files will be reviewed by the acceptance committee. Students accepted into their program will receive a letter from the College in the mail. Applicants must also attend programmatic orientation as well as general orientation or risk being dismissed as an applicant.

Applying for Admission into the Paralegal Certificate Program

Admission into the Paralegal Certificate program requires candidates to have earned an associate's degree which includes general-education courses equivalent to those required in Rasmussen College's Paralegal Associate's Degree, or a bachelor's degree or higher.

Rasmussen College Early Honors Program
High school juniors and seniors who have reached the minimum age of 16 have the opportunity to earn college credit through Rasmussen College's Early Honors Program.

The Early Honors Program is a great way for high school students to experience college while still supported by high school staff and mentors, try a course that may not be offered at the high school, or explore a possible future career by taking an introductory course.

Early Honors coursework is available both on campus and online based, on space available.

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Rasmussen College Early Honors Program Terms and Conditions

Students must meet the following criteria and expectations to participate in the Rasmussen College Early Honors Program:

- Applicants must complete an Early Honors Program Application, which includes a high school attestation indicating expected graduation date.
- Applicants must have prior approval from a parent/guardian to be admitted into the program (requires a signed Early Honors Parent/Guardian Approval Form).
- Applicants must submit a signed Early Honors High School Approval Form.
- Applicants must be high school juniors or seniors and have a minimum cumulative high school grade point average of 2.25 out of a possible 4.00. Proof of GPA must be validated by a High School Counselor or Administrator on the Early Honors High School Approval Form.
- Applicants must score at least a 26 on the Writing portion of the Rasmussen College Entrance Placement exam to be accepted to the Early Honors Program.
- The Early Honors Program Application deadline is four weeks prior to the start of the intended quarter of enrollment.
- Enrollment in the Program is limited to 20 students per quarter, per campus.
- Early Honors students may enter the Early Honors Program in the fall quarter of their junior year.
- The Early Honors program ends with the completion of spring quarter of the student's senior year.
- A maximum of 24 credits per student can be taken in the Early Honors Program.
- Early Honors students may take up to 8 credits per quarter without a tuition charge.
- To continue enrollment in the Early Honors Program, students must maintain a minimum Rasmussen College cumulative grade point average of 2.00.
- Early Honors students may take one course in their first quarter of enrollment. Upon receiving a grade of B or higher in their first course, students can request to be scheduled for the second quarter.
- Students must maintain a cumulative grade point average of 3.0 in order to take two courses per quarter.
- Early Honors Applicants must meet with the Director of Admissions and Dean before being accepted to the Early Honors Program to ensure they meet all criteria and requirements, and to approve their schedule.
- Early Honors students 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 PRN or NUR are not available to Early Honors students.
- Early Honors students are responsible for the course technology and resources fee for each course taken. Most technology courses require access to specialized hardware and software, which are available to students at all Rasmussen campuses. Early Honors students electing to complete courses online will need to secure access to required hardware and software. The College will provide specific technology requirements information for each course.
- Students will receive college credit toward a degree, diploma, or certificate at Rasmussen College for all successfully completed courses.
- Early Honors students will be issued an official transcript from Rasmussen College. These credits may be transferable at the discretion of the receiving institution.
- Early Honors students will receive high school dual enrollment credit for successfully completed Early Honors course at the discretion of the student's high school. Approval for dual enrollment credit must be confirmed on the High School Approval Form.

PRIMARY SOURCES OF FINANCIAL AID AND HOW TO APPLY

Program	Type of Award	Amount Per Year	Application
GIFT AID			
Federal Pell Grant Program	Grant based on financial need.	\$598 - \$5,815	Free Application for Federal Student Aid (FAFSA)
Federal Supplemental Educational Opportunity Grant (SEOG)	Grant based on financial need awarded by the institution. Notification is made by the College regarding eligibility.	\$100 - \$4,000, based on availability	Free Application for Federal Student Aid (FAFSA) – Awarded by the College
Florida Student Assistant Grant (Florida residents only)	Grant based upon Florida residency, financial need, and state eligibility criteria; must attend full-time in an associate's or bachelor's degree program.	Varies	Free Application for Federal Student Aid (FAFSA) – Awarded by the College
ND State Grant*	Gift aid based upon undergraduate student status with ND residency. Student is notified by the state regarding eligibility.	\$2,600	Free Application for Federal Student Aid (FAFSA)
MN State Grant**	Grant based on financial need and the student's individual tuition and fees. Must be an undergraduate student with MN residency. Student is notified by the College regarding eligibility.	Amounts calculated based on length of degree and current state legislative provisions	Free Application for Federal Student Aid (FAFSA)
EMPLOYMENT			
Federal Work Study	Part-time jobs on campus or at local non-profit agencies. Based on financial need and skill level for positions available.	Varies	Free Application for Federal Student Aid (FAFSA) – Awarded by the College
MN State Work Study**	Part-time jobs on campus or at local non-profit agencies. Based on financial need and skill level for positions available.	Varies	Free Application for Federal Student Aid (FAFSA) – Awarded by the College
FEDERAL LOAN PROGRAMS			
Federal Subsidized Stafford Loan Program	Payment deferred until six months after student leaves college or attends less than half time. Need-based calculation.	1st Year - \$3,500 2nd Year - \$4,500 3rd Year+ - \$5,500	Free Application for Federal Student Aid (FAFSA) and Promissory Note processed through College and Lender and Entrance Counseling
Federal Unsubsidized Stafford Loan Program	Principal and interest may be deferred until after student leaves college or attends less than half time.	Same as subsidized limits with additional \$2,000 for Dependent. Independent: 1st & 2nd Year - \$6,000 3rd Year & above - \$7,000.	Free Application for Federal Student Aid (FAFSA) and Promissory Note processed through College and Lender and Entrance Counseling
Federal Parent Loan for Undergraduate Students (PLUS)	For credit-worthy parents of dependent undergraduates.	Up to college cost of attendance.	PLUS application and Promissory Note processed through College and Lender
VETERANS' BENEFITS			
Veterans' Benefits	Veterans and dependents of veterans, including Guard and Reserve Component.	Monthly benefit based on service contributions	Veterans Administration or Veterans Service Officer

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.

* This program is available only for North Dakota residents.
** These programs are available only for Minnesota residents.

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- Early Honors students may apply to a full program offered by Rasmussen College by completing the data sheet and enrollment agreement.

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

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

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

Tuition Rates

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

SCHOLARSHIP AND GRANT PROGRAMS

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

Early Honors Program

Rasmussen College is proud to offer select high school juniors and seniors who have reached the minimum age of 16, the opportunity to begin their professional career training early. The Early Honors Program is designed to reward those who have a strong academic background and a desire to succeed.

Discounts

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

Military Tuition Rate and Discount Policy

Rasmussen College recognizes the service and sacrifices of the men and women who serve and have served and supported the United States Armed Forces through a special tuition rate for active duty military personnel and tuition discount for veterans and retired military personnel, Guard and Reserve members, and eligible spouses and dependents.

In addition to this benefit, Rasmussen College also gladly accepts the GI Bill and other VA education and training benefit programs, as well as military and veteran-related scholarships. For further details on all military education benefits, please contact the Military Specialist team.

Eligibility

Students in the following categories may be eligible for a reduced tuition rate or discount. Verification of eligibility is required in order for reduced tuition rate or discount to be applied:

- Active Duty Uniformed Military (Air Force, Army, Marines, Navy, U.S. Coast Guard)
- Veteran (honorably discharged)
- Retired Military
- U.S. National Guard Member or U.S. Reserve Member

- Authorized dependents of active duty uniformed military, retired military and veterans

Active Duty Military Tuition Rate

Students who are active duty uniformed military receive reduced tuition pricing of \$167 per credit hour. Taxes and fees, if any, are the sole responsibility of the recipient. Students who receive reduced tuition pricing are not eligible for other Rasmussen College scholarships, grants, or discount programs. Students must verify active duty military status by providing a copy of their verification letter or copy of orders from their command reflecting current status and specific date of separation.

Non-Active Duty Tuition Discount

Students who are not classified as Active Duty Military (such as retired or honorably discharged veterans, U.S. National Guard or U.S. Reserve members, or authorized dependents of active duty uniformed military, retired military, and veterans) may be eligible for a 10% reduction in per-term tuition cost. Taxes and fees, if any, are the sole responsibility of the recipient. This discount typically cannot be combined with other college discount or scholarship programs. Students must verify their discount eligibility status with one of the following documents:

- Form DD214 or other separation documentation that indicates the specific date of separation
- Leave and Earning Statement (LES)
- Military Authorization Form, which a Rasmussen College official completes when a United States Uniformed Service (USUS) identification card (DD Form 1173-1) is presented in person
- Certificate of Eligibility
- Active Duty Orders (acceptable dependents of active duty uniformed military only)

Corporate Discount

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

Articulation Discount

Some students from institutions of higher learning with whom Rasmussen College has a signed articulation agreement receive a tuition discount. Contact your campus for details.

Restrictions

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

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

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

Employer Tuition Reimbursement

Many employers today offer tuition reimbursement to their employees earning a degree. Whether it's full reimbursement or partial, we want to make using your tuition reimbursement plan as seamless as possible so you can reduce the cost of your education, as well as potentially reduce the amount of loans required to fund your degree.

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

High School Professional Program

Rasmussen College waives tuition for High School Teachers and Counselors who meet the required criteria. This program is only available to teachers and counselors who are employed at a high school (grades 9-12) in Minnesota, North Dakota, Florida, Illinois, Kansas, and Wisconsin. Current status as a high school professional will be verified by Rasmussen College prior to the initial start of any course. Attendance is required at an orientation, which must be completed prior to the start date of the professional's first course. Offer is limited to one course, per quarter, per high school professional. A maximum of 50 seats in online courses will be made available to high school teachers and counselors each quarter. There is no maximum on cumulative number of classes that may be taken. Courses for high school professionals are offered on a space-available basis, with priority given to other enrolled Rasmussen students who must complete the course as part of their degree program at Rasmussen College.

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

Rasmussen College Academic Policies apply to participants in the High School Professional Program.

ACADEMIC POLICIES

Assessment

Rasmussen College has developed an institutional culture wherein assessment is at the heart of the College's daily functions. The Rasmussen College Comprehensive Assessment Plan (CAP) is the primary measurement for the Institution's mission. The CAP is organized around the Mission Statement and the five purposes that support the mission. For each purpose, supporting objectives have been developed, and assessment tools are used to collect data and assess each objective. In this way, the College systematically assesses the purposes and, ultimately, the mission of the Institution. To guide this process, Rasmussen College has established five Councils, which align with the five purposes that support the mission; as such, the College provides its faculty and staff with a central role in the decisions that impact the future of the institution.

In the spirit of this learning-focused approach to assessment, academic assessment at Rasmussen College follows a pattern of incoming, ongoing, and outcome assessment.

The College has an academic assessment plan that it uses to evaluate and improve the quality of learning and teaching. The academic assessments used measure incoming student skills through a placement test to determine students' reading, writing, and numeracy skills; ongoing skills in a formative fashion in individual courses; and end of program skills through various program outcomes assessments.

Transferable Skills Assessment

Transferable Skills are essential abilities which are valued by employers in many professional fields and form the basis for lifelong learning. Rasmussen College has identified the following Transferable Skills as institution-level learning outcomes: Communication, Critical Thinking, Information Literacy, Diversity and Teamwork, Ethics and Professional Responsibility, and Digital Fluency.

Students will have the opportunity to

demonstrate these outcomes in a number of courses across their programs of study, especially in course projects across the curricula. Most of the projects have an authentic focus on the type of tasks students will perform in the workplace. An electronic portfolio is being used for students to collect their project work from their courses, and students will be assigned to submit the portfolio in their program capstones courses.

Class Content

The College reserves the right at any time to make changes to improve the quality or content of the programs of study offered. The College reserves the right to cancel any classes or programs where enrollment is under 12 students.

Class Standing

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

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

These Programs May Also Be Offered Online

Bachelor's Degrees

- Accounting
- Graphic Design
- Health Information Management
- Information Technology Management
- Information Security
- Bachelor of Science in Nursing (RN to BSN)

Associate's Degrees

- Accounting
- Business Management
- Criminal Justice
- Early Childhood Education
- Graphic Design
- Health Information Technician
- Human Resources and Organizational Leadership
- Human Services
- Information Technology Management
- Marketing
- Paralegal
- Software Application Development
- Web Programming

Certificates

- Accounting
- Business
- Early Childhood Education
- Law Enforcement Academic
- Medical Administrative Assistant
- Medical Billing and Coding
- Paralegal
- Pharmacy Technician

Individual Progress

Students may enroll in one or more courses at a time, or in succeeding quarters, without enrolling in a program of study. Courses beginning with HIM, MEA, MLT, NUR, PRN, PTA, RTE and STS cannot be taken as individual progress courses. To be considered for admission, individual progress students must complete the application form and attestation of high school graduation. The Rasmussen College entrance placement exam is not required for IP students. Individual progress coursework is assessed at the full cost per credit for each course. Individual progress students remain enrolled at Rasmussen College as long as they continue to select coursework and meet all additional requirements. Upon successful completion of their courses, individual progress students will receive a letter grade and be awarded credits.

To enroll in a program at Rasmussen College, students must complete all remaining programmatic application requirements (including the Entrance Placement Exam). Eligible individual progress courses will be applied to their degree program, and count as credits attempted and earned for purposes of Satisfactory Academic Progress (SAP).

Auditing a Course

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

ACADEMIC INFORMATION AND COLLEGE POLICIES

A student who audits a course does so for the purposes of self-enrichment and academic exploration. Students who are not enrolled in an eligible program and elect to take courses without earning college credit are considered Audit students. This non-credit option is NOT available to students for courses beginning with: CDA, CEN, CET, CGS (excluding CGS 1240), CIS, CNT, COP, COT, CTS, EEC, EEX, GRA, ISM, HIM, MEA, PRN, NUR, RTE, STS or MLT. However, students who are enrolled in a program in which the courses beginning with CDA, CEN, CET, CGS (excluding CGS 1240), CIS, CNT, COP, COT, CTS, EEC, EEX, GRA, ISM, HIM, MEA, PRN, NUR, PTN, RTE, STS or MLT exist, may be eligible to take the course as an Audit if the student's transcript reflects prior successful completion of the course. An Audit student is not eligible to complete any laboratory or clinical components of a course or any externship or internship or practicum experiences. However, a student who is enrolled in a Health Sciences program may be eligible to Audit a laboratory component of the course with approval from the Dean or Program Coordinator.

Students who elect to complete courses on a non-credit basis are not guaranteed full technology access; however, every effort will be made to provide technology resources. Transcripts denote an "Audit" upon completion of the course. Students may choose to convert the Audit grade to a letter grade and earn credit for an additional fee. Audited courses with a clinical, practicum or laboratory component are not eligible for conversion to a letter grade. An Audit student is considered a learner and it is expected that the student will participate with reasonable regularity and do assigned work, particularly if she/he expects to convert the Audit grade to a letter grade at a future time. Competency courses are not eligible for Audit. Audited courses are not eligible for Title IV funding. The ability to Audit a course is based on space availability.

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

The goal of Developmental Education is to provide students with a solid foundation of basic skills and knowledge as they move on to college-level classes. Placement into Developmental Education courses reflects the commitment Rasmussen College has to ensuring the success of all students, and to providing educational opportunities to those who enroll. Coursework in math or English that is numbered below 100 is considered to be Developmental Education. College entrance placement assessment scores are used to appropriately place students in English and math courses according to skill level. See Entrance Assessment Table for placement scores.

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

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

Returning students who did not take the Rasmussen Ready, STEP or COMPASS assessments but who have

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

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

Applicants who place below the level of B080 Reading and Writing Strategies are not eligible for admission to Rasmussen College. Applicants who place below the level of B080 Reading and Writing Strategies are not admitted to Rasmussen College. Applicants may, after three months, have the option to retake the College entrance placement assessment(s) so long as they have not already begun their program. When an extenuating situation exists, an appeal may be submitted to the Dean of the School of General Education to allow an applicant to repeat the entrance exam in less than three months.

The College entrance placement assessment may not be retaken for initial placement purposes during the quarter in which a developmental level course is scheduled. However, a student may repeat the assessment at the end of a quarter in which the Developmental Education course was attempted and prior to the start of the following quarter in order to prove readiness for College-level coursework. If the student places into Developmental Education coursework following the re-assessment, the student must repeat the Developmental Education course in the following quarter as long as the student is still eligible to repeat the Developmental Education course.

Developmental Education Courses

Students are placed into Developmental Education courses based on the results of the Rasmussen College entrance placement assessment. To help ensure student success, students requiring Developmental Education coursework must attempt one such course in their first term of enrollment. Students requiring two Developmental Education courses must attempt the first course, Reading and Writing Strategies (B080), in their first term of enrollment and the second course, Combined Basic and Intermediate Algebra (B095) in Illinois and Practical Math (B087) in other states, in their second quarter of enrollment. If a student withdraws from or does not pass a required Developmental Education course, the student must successfully complete that course in the subsequent full quarter of enrollment or the student will be dismissed from the College. As such, any required Developmental Education courses must be completed no later than the end of the student's third full quarter of enrollment, or the student will be withdrawn from the College.

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

Developmental Education course credits are not counted toward graduation, and must be passed with a grade of "SX." Students enrolled in Developmental Education courses are eligible for financial aid. Students are not eligible to access competency courses until all Developmental Education requirements have been successfully fulfilled. Developmental

Education courses must be taken in conjunction with courses required in an eligible program.

Developmental Education Course Grading

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

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

Reading and Writing Strategies			
SX	73% or higher	UX	Below 73%
Practical Math or Combined Basic and Intermediate Algebra			
SX	73% or higher	UX	Below 73%

Common Grading System Percentage Scale

Letter Grade	Percentage Range
A	100 to 93%
A-	92 to 90%
B+	89 to 87%
B	86 to 83%
B-	82 to 80%
C+	79 to 77%
C	76 to 73%
C-	72 to 70%
D+	69 to 67%
D	66 to 63%
D-	62 to 60%
F	Below 60%

Common Grading Scale

Some General Education courses may contain a lecture component with a Co-requisite lab component. If a grade is achieved at or above the threshold of 60% in both components of a course which consists of lecture and lab components, each component will receive the grade earned independently. Failure to earn a grade at or above the threshold of 60% in either the lecture or lab component will result in failure of both components of the course.

**Point Scale
Alphabetical Grading System**

Grade	Grade Points	Description
A	4.00	Excellent
A-	3.75	
B+	3.50	
B	3.00	Very Good
B-	2.75	
C+	2.50	
C	2.00	Average
C-	1.75	
D+	1.50	
D	1.00	Below Average
D-	0.75	
F	0.00	Failure
AUDIT	NA	Audit
CW	NA	Course Waiver
FD	NA	Failure Dropped
I	NA	Incomplete
PT	NA	Pending Transfer Credit
S/SX	NA	Satisfactory
TO	NA	Test-Out
TR	NA	Official Transfer Credit
U/UX	NA	Unsatisfactory
UD/UXD	NA	Unsatisfactory Drop
WF/WXF	NA	Withdrawal Fail
WP/WXP	NA	Withdrawal Pass

Health Sciences Programs Grade Scale

The following grade scale applies to all upper- and lower-level courses with prefixes of BSC, BMS, HIM, HSC, MEA, MLT, MTS, PHT, PTN, RTE and STS.

Letter Grade	Percentage Range
A	100 to 93%
A-	92 to 90%
B+	89 to 87%
B	86 to 83%
B-	82 to 80%

C+	79 to 77%
C	76 to 73%
F	Below 73%

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

Nursing Programs Grade Scale

Students are required to earn at least a "C" in their Nursing courses. This applies to all NUR and PRN coursework level 000 through 4999.

Letter Grade	Percentage Range
A	100% to 94%
B	93% to 85%
C	84% to 78%
F	Below 78%

Nursing core courses may contain a Co-requisite lab component, Co-requisite clinical learning component, or both in addition to the lecture component of a course. Satisfactory performance in the lecture component (score of 78% or higher) and a satisfactory assessment in the laboratory and/or clinical experience are required to earn a passing grade in the course. Failure to earn a satisfactory assessment in the laboratory and/or clinical component will result in failure of all components of the course. If a satisfactory assessment is achieved in the lab and/or clinical learning experience, courses with multiple components will receive a coordinated grade for each component equivalent to the earned grade in the lecture component.

Total Exam Score Average

In order to pass the course, students are required to achieve an overall **Total Exam Score Average** at or above a threshold of 78% for all exams taken within the nursing course. Neither the threshold calculation or the individual exam percentages will be rounded up, for example 77.9% equals 77%.

- Exam score averages as a passing threshold: Each course exam will be individually calculated, earning a distinct percentage. Exam "percentages" (not points) will then be added individually and divided by the number of exams in the course in order to determine achievement of the 78% benchmark.

- e.g. if there are four exams in the course, and the results of exam one (50 questions) = 80%, exam two (50 questions) = 78%, exam three (50 questions) = 89% and final exam (100 questions) = 76%, the **Total Exam Score Average** would be 80% ((80+78+89+76)/4).

Total Course Score

Once the 78% total exam score average threshold has been met, the final grade for the nursing course will be calculated based on all incorporate points earned for exams, assignments, quizzes, and other coursework requirements.

- Students who successfully reach the 78% exam average threshold as calculated above will then have the course grade determined by an overall course point calculation which includes all earned points as outlined in the course syllabus.

Flex Choice Credit by Assessment Options

Rasmussen College partners with multiple developers of Flex Choice Credit by Assessment options to provide offerings that align with the course objectives of the College's traditional faculty-led courses. Demonstrated mastery through the successful completion of a FFlex Choice Credit

ACADEMIC INFORMATION AND COLLEGE POLICIES

by Assessment course may be converted to credits that will transfer into Rasmussen College.

- Students must be enrolled in a program that allows Flex Choice Credit by Assessment course options.
- Students must attempt a minimum of six traditional faculty-led credits per quarter in order to gain access to a library of Flex Choice Assessments that are available to them at no additional charge.
- Students must have fulfilled all Developmental Education requirements prior to enrolling in any Flex Choice Assessments.
- Students must be in good academic standing in order to enroll in any Flex Choice Assessment options.
- The Flex Choice Assessments are optional, and students can complete this degree without completing any Flex Choice Assessments.
- Students may choose to take self-paced Flex Choice Assessments as they apply to their program requirements.
- If Flex Choice Assessments are selected, they must be taken alongside other traditional faculty-led courses and be completed within 60 days of accessing the self-paced Flex Choice Assessment.
- Students may attempt a Flex Choice Assessment option as long as they are concurrently enrolled in an eligible program.
- Enrolled students may elect to take a Flex Choice Assessment in lieu of a traditional faculty-led course for any course that has been identified as having a Flex Choice Assessment equivalent.
- Upon successful completion of a Flex Choice Assessment, Rasmussen College will issue a Certificate of Successful Flex Choice Assessment completion. The certificate will be placed in the student's academic file.
- If a student has already attempted a traditional faculty-led online or residential course, as indicated by a posted W/WD or F/FA grade, the student will not be allowed to attempt the equivalent Flex Choice Assessment.
- A student may attempt a Flex Choice Assessment and later enroll in an equivalent traditional faculty-led course as long as the Flex Choice Assessment credit has not been awarded.
- Flex Choice Assessments will not count as credits for financial aid eligibility.
- Students have 60 days from the date they access a Flex Choice Assessment to complete it. Students may apply in writing for one additional 30-day extension to complete the Flex Choice Assessment; additional requirements may apply. Students are allowed a maximum of one 30-day extension per Flex Choice Assessment.
- Students who do not successfully complete a Flex Choice Assessment within the allotted time will be required to take the traditional faculty-led course to fulfill graduation requirements.
- Flex Choice Assessments must be completed prior to or concurrently with the final traditional faculty-led courses in the program.

Reenter Policy

A reenter is defined as any student who withdraws from all courses after the course drop period in any term and returns in a subsequent quarter. A student will not be considered for reentry in the same quarter in which he or she withdrew. Due to financial processing, a student may return no fewer than 21 calendar days after the date of withdrawal. Reentering students are treated as new students for the purposes of tuition, academic program requirements, and graduation standards. They must also meet all entrance requirements as stated in the current catalog. Students will reenter into the current curriculum. Any exceptions to this policy need to be approved by the Department Chair. For the calculation of Satisfactory Academic Progress, reentering students are treated as continuing students and must meet progress requirements.

If a student is not meeting Satisfactory Academic Progress at the time of withdrawal and wants to switch to a different program upon return, the Program Transfer Appeal Process must be followed. Students returning in satisfactory academic standing or on Academic Warning must have a financial balance of \$1,000 or less to return. Students returning on Academic Probation, regardless of aid status, must have a zero financial balance and have paid half the tuition amount of the upcoming quarter by seven calendar days after the term/quarter start. Students in Health Sciences programs must complete a programmatic assessment in order to determine an appropriate level of reentry. These students will be allowed to reenter if space is available and all other reentry requirements are met.

Nursing Reenter Policy

Students who wish to reenter into a Nursing program must complete a programmatic assessment, under the direction and guidance of the School of Nursing Dean, in order to determine an appropriate level of reentry. Nursing students will have their previously completed Nursing core courses (as designated by course prefix NU, NUR, PN, PRN, or HUN) assessed against the current program to determine which course(s) will be applied to the program into which they are enrolling. All previously completed General Education courses will be applied as required in the program. Rasmussen College will allow the student to reenter at the appropriate level in a current program if space in the program is available and all other reentry requirements are met. A student that fails out of a Nursing program may only reenter at a lower-level credential Nursing program. Students that have failed out of a Nursing program may be eligible for reentry into an alternative entry option of the original program.

Former nursing students in good standing within the School of Nursing who have not been enrolled for more than 12 months must successfully repeat the School of Nursing Entrance Exam to be deemed eligible for re-enrollment into a Nursing program through a consultation with the Dean of Nursing.

Repeating Courses Policy

Students who are meeting Satisfactory Academic Progress may retake courses up to three times, but only at regular tuition rates. Students repeating a course for a second or third time may count the credits for that course in a financial aid award calculation only if they earned a failing grade in all previous attempts of that course. Courses should be repeated in the next quarter in which it is offered. No course can be repeated within the same quarter in which it was most recently attempted.

If a student elects to repeat a course for which a grade above "F/FA" was earned, the credits are included in the financial aid award calculation only if the program requires a higher grade to be considered "passing" than what the student has previously earned. In this case if the student fails the previously passed course all future eligibility to receive financial aid for that course is discontinued. The credits for all repeated courses, along with the credits from prior attempts, will be included in credits attempted for the purposes of determining Satisfactory Academic Progress. The highest grade earned from a repeated course will be used in the calculation of the student's cumulative GPA. The student's GPA will be recalculated to reflect the highest letter grade. If more than one attempt results in the same letter grade, only the most recent one will be used in the calculation of GPA.

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

the student's Cumulative Completion Rate (CCR).

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

School of Health Sciences Repeating Courses Policy

Students are required to attend the Clinical, Externship or Practicum Orientation prior to their first clinical, externship or practicum. They receive a clinical, externship or practicum manual that discusses the expectations, and students are required to sign an acknowledgement form that is submitted and included in their programmatic file. The clinical, externship or practicum manual discloses that students have two attempts to complete their clinical, externship or practicum successfully, or they will be dismissed from the program. If a student fails both attempts, documentation will be placed in the student's file. If a student is dismissed from a clinical, externship or practicum site due to circumstances out of his/her control, attempts will be made to secure an additional site within the same quarter for the student to complete his/her clinical, externship or practicum. Students enrolled in the Pathway to Patient Care Seminar course will have one opportunity to attempt the course regardless of grade (SX/UX/WX) earned.

School of Nursing Repeating Courses Policy

The School of Nursing allows students to fail one Nursing course within the core Nursing curriculum (NU, NUR, PN, PRN, HUN coursework). However, a second failure, whether it be the same Nursing course or any other Nursing course, will result in removal from the Nursing program.

Late Assignment Submission Policy

Students may submit assigned work up to seven (7) days after the stated deadline. A 10% grade penalty is assessed for work up to 24 hours late; an additional 10% penalty is assessed for each additional day the work is late. In some cases (such as late discussion postings) students may be asked to complete an alternate assignment for equivalent point value, minus any applicable penalty. Online discussions conclude at the end of the current week/module. Discussion posts made after the end of the current week/module will not be accepted. Instructors may waive the late penalty or timeframe in the case of extenuating circumstances as determined by the faculty. In some cases, certain activities, such as labs and exams, must be completed at the designated time and therefore cannot be made up. The instructor should apprise students beforehand of any such activities. In no circumstances may students submit work after the last day of the academic term unless an incomplete grade has been requested and granted beforehand.

Incomplete Grade Policy

An "I/IN" indicates an incomplete grade, and is a temporary grade for a course which a student is unable to complete due to extenuating circumstances. The student must request an incomplete from the instructor prior to the last day of the Term/Quarter. An incomplete may be granted to a student at the end of a Term/Quarter at the discretion of the instructor under the following conditions:

1. An incomplete form is completed by the instructor that identifies:
 - a. The work to be completed,
 - b. Qualifications for acceptable work,
 - c. The deadline for completing the work is 7 calendar days for both the 11-week quarter courses and 5.5-week courses,
 - 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. Incomplete records will be maintained in the student's file.
3. The student's Dean must be informed of all

incompletes granted by instructor. Incompletes will be granted rarely and instructors will take the following into consideration when granting an incomplete:

- a. The work to be completed must be regularly assigned work, identified in the course syllabus.
 - b. The student can reasonably be expected to complete the work by the deadline.
 - c. The student's grade will be substantially improved.
 - d. The student has demonstrated a commitment to completing work in a timely fashion.
 - e. Granting the incomplete is truly in the best interest of the student.
 - f. By completing the work, the student is able to demonstrate their ability to meet the course objectives.
4. Allowing the student extra time compensates for events or conditions not within the student's control (e.g., illness, emergencies, etc.).
 5. Incompletes may not be granted only for the sake of improved cumulative grade point average, nor will they be granted to allow students to make up "extra credit" work.
 6. Credits for all incomplete courses will be counted as credits attempted but not earned in the quarter of enrollment. Incomplete grades must be completed within 7 calendar days of the last day of the Term/Quarter in which the course was attempted. An incomplete grade not completed by the deadline will be changed to the calculated alternate grade designated by the instructor on the Incomplete Form and will be included in the cumulative grade point average. The final grade awarded for the course is included in the calculation of the cumulative grade point average.

Policy for Change of Grade

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

- Emergency situations that prevent a student from submitting a petition to receive an incomplete grade. Examples of such emergencies are hospitalization, car accident, death of a close family member, or mandatory military service.
- Miscalculation of the final grade by the instructor.
- Situations involving miscommunications, 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 one week of the start of a subsequent term regarding grade changes. Instructors will have one week from the time they are contacted by students to consider any requests for grade changes. No grade changes may be made after the end of the second week of the subsequent quarter. Grade disputes which cannot be resolved between instructors and students should be directed to the appropriate Dean.

Circumstances where a grade change may be authorized later or by someone other than the original instructor include:

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

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School of Nursing Incomplete Grade Policy and Policy for Change of Grade

The Incomplete Grade Policy and Policy for Change of Grade apply to students in the School of Nursing, with the following exceptions:

Professional Nursing (ADN) Program: In order for an Associate Degree Nursing program student to complete and receive a final passing grade in the programmatic coursework that delivers two proctored NCLEX Comprehensive Predictor Exams, the student must earn an individual score (benchmark) on one of the two proctored Comprehensive Predictor Exams which equates to a 95% probability of passing the NCLEX exam. All students are required to take the two exams. If the student is not successful in reaching the required individual score, the student will receive an Extended Incomplete grade for the course, not to extend beyond the quarter following the initial two attempts of the proctored Comprehensive Predictor Exams. There are a maximum number of five attempts allowed during the quarter of extended incomplete status in order to achieve a successful benchmark on the Comprehensive Predictor Exam. Students who achieve the required individual score within five attempts by week 11 of the quarter of extended incomplete status will receive a grade change based upon the completion of all other assignments and exams within the course. If the student is not successful in meeting the required individual score during the quarter of extended incomplete status, the student will fail the course and be scheduled to repeat the failed course.

Practical Nursing (PN) Program: In order for a Practical Degree Nursing program student to complete and receive a final passing grade in the programmatic coursework that delivers two proctored NCLEX Comprehensive Predictor Exams, the student must earn an individual score (benchmark) on one of the two proctored Comprehensive Predictor Exams which equates to a 92% probability of passing the NCLEX exam. All students are required to take the two exams. If the student is not successful in reaching the required individual score, the student will receive an Extended Incomplete grade for the course, not to extend beyond the quarter following the initial two attempts of the proctored Comprehensive Predictor Exams. There are a maximum number of five attempts allowed during the quarter of extended incomplete status in order to achieve a successful benchmark on the Comprehensive Predictor Exam. Students who achieve the required individual score within five attempts by week 11 of the quarter of extended incomplete status will receive a grade change based upon the completion of all other assignments and exams within the course. If the student is not successful in meeting the required individual score during the quarter of extended incomplete status, the student will fail the course and be scheduled to repeat the failed course.

Program Transfers

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

A student who is not meeting Satisfactory Academic Progress as defined in the Standards of Satisfactory Academic Progress guidelines in this catalog who is changing to a lower credential within the same program, or a student who is selecting a different specialization within the same program, or a student who is requesting to change catalogs within the same program at the time of the request will be allowed to make the change regardless of the number of prior program transfers. No appeal process is required. The request for the program transfer must be received prior to Friday of the first week of a quarter break.

A student who is not meeting Satisfactory Academic Progress as defined in the Standards of Satisfactory Academic Progress guidelines in this catalog at the end of the current quarter and does not meet any of the criteria above

must file an appeal with the campus Program Transfer Appeal Committee. As part of the appeal process, the student will be required to submit a letter following the appeal process guidelines. The appeal will either be approved or denied based on a review of academic standing and progress to date with Rasmussen College and the information provided in the appeal letter.

A complete description and requirements of the program change appeal process is available through the Campus. A clear background check is required for enrollment in certain programs as determined in the background check section of the catalog. Students who do not successfully pass a background check will be terminated from the College. All program transfer appeals must be received no later than Friday of the first week of break prior to the start of the quarter in which the student wants to transfer programs.

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

Independent Study Policy

Independent study 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. Independent study requires a student to be motivated and organized. Because an independent study does not provide the student with the classroom interaction normally expected in higher education, it is to be offered only when there is no alternative and as infrequently as possible.

Students may take, and the College may offer, a course through independent study when all of the following conditions are met:

1. The course is not currently offered on-site or online.
2. Completion of the course is necessary for on-time graduation.
3. The need for the course in the term/quarter in question does not arise from the student's decision to withdraw from the course in an earlier term/quarter, the student's failure to satisfactorily complete the course in an earlier quarter, the student's decision to change programs, or the student's decision to accelerate graduation near the end of their program.
4. The student will complete work of a similar quantity and quality as required in a regularly scheduled course and will meet the standard performance objectives for the course. If the method for meeting and assessing the performance objectives differs from the standard course syllabus, the changes will be noted within the course section.
5. Within the first week of the independent study, the student and instructor must meet to review the course schedule and determine how the course and weekly objectives will be met and assessed.
6. If the independent study is held residentially the instructor and student(s) will meet an equivalent of at least 11 hours which are distributed evenly across the weeks of the term/quarter.

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 lab as needed at a Rasmussen College campus.

Graduation Requirements

Degrees, diplomas, and certificates are awarded

solely on the merit and completion of requirements listed, and not on the basis of clock hours in attendance. Students must complete 33% of their program requirements at Rasmussen College, and no more than 67% may be completed via transfer credits, course waivers, credit by examination, or other means. The following are exceptions to this rule:

- Bachelor of Science in Nursing (RN to BSN): at least 25% must be completed at Rasmussen College
- Bachelor of Science in Nursing (Standard Entry A-BSN, and Second Degree A-BSN): at least 56% must be completed at Rasmussen College
- Medical Assisting Diploma: at least 50% must be completed at Rasmussen College
- Medical Laboratory Technician Associate's Degree: at least 50% must be completed at Rasmussen College
- Physical Therapist Assistant Associate's Degree: at least 50% must be completed at Rasmussen College
- Professional Nursing Associate's Degree: at least 45% must be completed at Rasmussen College
- Radiologic Technology Associate's Degree: at least 50% must be completed at Rasmussen College
- Surgical Technologist Associate's Degree: at least 50% must be completed at Rasmussen College

Clock hours listed in the synopsis of subjects are estimated hours of class work necessary to complete the subject. Students must have a cumulative grade point average of 2.00 or higher to receive a degree, diploma, or certificate with a passing grade in each area.

Complete Status

A Complete status is applied to students who were enrolled in a degree-seeking program and have either completed the time allowed or attempted the maximum allowable number of credits for the program of study and did not meet one or more of the following graduation requirements:

- Achieve the cumulative GPA required by the program of enrollment.
- Complete all program requirements.
- Achieve a passing grade in each required course. All courses in the program must have been attempted. A withdrawal grade is not considered an attempt.
- Complete all Developmental Education courses as determined by the entrance placement exam.
- Submit official transcripts for all transferred courses.

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

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

Academic Overload Policy

An academic or credit overload occurs when a student

registers for more than 20 credits per quarter or more than 12 credits in either a 5.5-week term or six-week session. In order to qualify for an overload, the student must have completed a minimum of 30 credits at Rasmussen College. The student must also be meeting the Rasmussen College Standards of Satisfactory Academic Progress (SAP) and have a cumulative grade point average of at least 3.01 (3.5 for six-week programs) to apply for an overload. Students who qualify will be eligible to take up to 24 total credits in the designated quarter. Students who desire an overload should consult with their Advisor as well as the Academic Dean of the campus in which they are enrolled.

Class Add Policy

Students who are enrolled in courses at the beginning of a quarter may add Term/Session 1 courses through the second business day of Term/Session 1 and add Term/Session 2 courses through the fifth business day of Term/Session 1, which is the close of the add period. Courses may be added through the second business day of Term/Session 2 only when Term/Session 2 is the student's first Term/Session of attendance. Students may add 11-week courses through the fifth business day of the quarter, which is the close of the add period. Business days are defined as Monday through Friday, excluding any College holidays.

Class Drop Policy

Students who are enrolled in courses at the beginning of a quarter may drop courses through the fifth business day of Term/Session 1 for both Term/Session 1 and Term/Session 2 courses, which is the close of the drop period. Courses may be dropped through the fifth business day of Term/Session 2 only when Term/Session 2 is the student's first Session of attendance. Students enrolled in 11-week courses may drop courses through the fifth business day of the quarter.

Within the two-day Term/Session 2 add period, a student may be able to drop a course in Term/Session 2 when a course can be added Term/Session 2 that is of the same credit value. The student will need to work with their Advisor to determine if this is an option.

When a student notifies the College of withdrawal from a class on or before the close of the drop period, the class will be dropped without being recorded on the student's transcript and tuition will not be charged.

Business days are defined as Monday through Friday, excluding any College holidays.

Course Withdrawal Policy

Once the course drop period has passed, the course withdrawal policy is applied. From the 3rd through 15th business days for 5-1/2 and 6-week courses and the 6th through 30th business days for an 11-week course, a student will receive a withdrawal grade on their transcript for any classes from which they have been withdrawn. 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 course drop period. Beginning on the 16th business day for a 5-1/2 and 6-week course and on the 31st business day for an 11-week course, the student will receive a failing grade on their transcript for any classes from which they have been withdrawn. 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 period.

Online Courses

Students may be required to take online courses

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in order to complete a degree. All new students will complete an orientation program prior to beginning classes. 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. A list of computer hardware and software requirements for online courses is provided to students upon enrollment. Course technology and resources, including eBooks and other resources required for

online courses, are generally available within the online course. Additional resources required will be shipped directly to the student.

Academic Honors

Quarterly Honors and Dean's List Recognition: Each quarter, Rasmussen College recognizes outstanding academic achievement by awarding certificates of achievement. Enrolled, degree seeking students who earn a quarterly grade point average of 3.25-3.749 will receive an Honor Roll certificate. Enrolled, degree-seeking students who earn a quarterly grade point average of 3.75-4.00 will receive a Dean's List certificate.

Graduation Honors

Rasmussen College recognizes outstanding academic achievement by awarding honors to graduates who meet minimum qualifications. Certificate, diploma, associate's, and bachelor's degree students who complete all graduation requirements and earn a cumulative grade point average of 3.50 or higher will graduate with honors, which will appear on their diploma and transcripts, and they will receive gold cords for the graduation ceremony as a symbol of this achievement. The following honors will be noted on the diplomas and transcripts of bachelor's degree students:

Cum Laude: Bachelor's students who earn a cumulative grade point average of 3.50-3.669

Magna Cum Laude: Bachelor's students who earn a cumulative grade point average of 3.67-3.749

Summa Cum Laude: Bachelor's students who earn a cumulative grade point average of 3.75-4.00

RASMUSSEN COLLEGE STANDARDS OF SATISFACTORY ACADEMIC PROGRESS (SAP)

Satisfactory Academic Progress, or SAP, is defined as the successful progression through an academic program within a prescribed timeframe. Cumulative grade point averages and successful completion of credits attempted are monitored quarterly, and students not meeting the standards are notified.

SAP Components: All students must meet all three of the components that are used to measure a student's Satisfactory Academic Progress (SAP) towards the completion of an academic program. The three components are as follows:

1. **GPA.** Rasmussen College students are required to achieve and maintain a minimum Cumulative Grade Point Average (CGPA) of 2.00.
2. **Pace/Cumulative Completion Rate (CCR).** This is the pace at which a student progresses through a program. CCR is calculated by dividing cumulative credits earned by cumulative credits attempted within a program (e.g., 6 credits earned ÷ 12 credits attempted = 50%). Minimum standards are listed in the chart below.
3. **Duration of Eligibility.** This is the maximum time frame for program completion and is equal to 150% of the number of total credits required for the program (e.g., maximum time frame for a 90-credit program = 90 X 150%, or 135 credits).

Percentage of Credits Attempted Toward Maximum Time Frame	Minimum Successful Completion of Cumulative Credits Attempted
Up to 25%	25%
Greater than 25%, up to 50%	50%
Greater than 50%	67%

Total credits are indicated for each program listing in the catalog. A student who exceeds 150% of the maximum time frame is no longer eligible for financial aid.

In calculating Pace/CCR and Duration of Eligibility, the following grades will be considered attempted, but will not be considered as credits successfully completed or earned: F/FA/FD, U/UD/UN, W/WD/WF/WP, I/IN.

Financial Aid Warning: If a student's CGPA falls below 2.00, or if Pace/CCR standards or Duration of Eligibility requirements are not met, the student will be placed on Financial Aid Warning for the

subsequent quarter. A student is eligible for financial aid during the Financial Aid Warning period. A student who fails to meet any one of the components of SAP at the end of the Financial Aid Warning period is not eligible for financial aid.

Not Eligible for Financial Aid: A student who fails to meet the minimum Satisfactory Academic Progress requirements at the end of either the Financial Aid Warning or Financial Aid Probation period, and who does not successfully appeal, is not eligible for further financial aid funding.

Appeals: A student may appeal his/her assigned status of Not Eligible for Financial Aid to the Academic Review Committee, which will determine whether mitigating circumstances exist, and, if so, will forward the appeal to the Senior Vice President of Compliance and Financial Services. All appeals must be made in writing and must address the nature of the circumstances that the student believes warrant exception to the policy stated above. All appeals will be reviewed and ruled on within ten business days, and students will be notified in writing regarding the outcome of the appeal. The ruling of the Senior Vice President of Compliance and Financial Services is final and cannot be appealed.

Financial Aid Probation: If a student fails to make Satisfactory Academic Progress, but submits a successful appeal and has his/her eligibility for aid reinstated, he/she will be placed on Financial Aid Probation. A student is eligible for financial aid during the Financial Aid Probation period. At the end of the Financial Aid Probation period, the student must meet minimum SAP requirements to be eligible for further financial aid funding. A student who fails to meet either the CGPA, Pace/CCR, or Duration of Eligibility requirements at the end of the Financial Aid Probation period is not eligible for financial aid.

Students must regain Satisfactory Academic Progress within two quarters or they will be terminated from the College. The decision to terminate may be appealed through the Academic Review Committee process.

Students who withdraw from the College and later reenter are treated as continuing students and must meet progress requirements. Reentry does not negate previous academic status or satisfactory progress requirements. Satisfactory Academic Progress calculations for a reentering student who changes 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 reentry point and for each quarter thereafter. If other courses have been taken at another institution and can be transferred in, the courses will be included in SAP calculations as described elsewhere in this section. A student terminated due to SAP may not reenter the College unless he/she has completed coursework elsewhere that is acceptable for transfer into the College and will bring the student back into good standing.

TRANSFER OF PREVIOUSLY EARNED COLLEGE CREDIT AND PRIOR LEARNING ASSESSMENTS

General Transfer of Credit Policy

- Rasmussen College reserves the right to accept or deny transfer of credit based on the guidelines below.
- Students who wish to transfer credits to Rasmussen College must first apply for admission to the College.
- Students must request that official transcripts containing coursework for review be sent directly to Rasmussen College. It is the student's responsibility to ensure that all official transcripts have been received by Rasmussen College.
- As part of the acceptance process, official and unofficial transcripts will be evaluated for transfer of credit. Students will receive notification regarding the total number of credits accepted for transfer and the equivalent Rasmussen College courses.
- Students in programs following the 12-Week Quarter (6-Week Sessions) academic calendar will be withdrawn from the College if official transcripts are not received by the Friday of the thirteenth week of enrollment.
- A student may send copies of transcripts or documents during the initial admissions process for estimation purposes only. Any transfer credit conditionally awarded in fulfillment of a pre-requisite or co-requisite through the use of an unofficial transcript will

be rescinded if an official transcript is not received by Rasmussen College at the time the required course is scheduled due to curriculum sequence. All necessary credits will be required to be completed in order to graduate.

- College-level courses completed at regionally or nationally accredited institutions of higher learning as recognized by the Department of Education and the Council on Higher Education Accreditation (CHEA), or recognized by the American Council on Education, will be considered for college transfer.
- Students must complete 33% of their program requirements at Rasmussen College, and no more than 67% may be completed via transfer credits, course waivers, credit by examination, or other means, except as noted below.
 1. Students in the Medical Assisting, Medical Laboratory Technician, Physical Therapist Assistant, Radiologic Technology, and Surgical Technologist programs must complete at least 50% of their program requirements at Rasmussen College, and no more than 50% may be completed via transfer credits, course waivers, credit by examination, or other means, with the exception of "block transfer" candidates for the Surgical Technologist Associate's Degree and Health Science Associate's Degree – Medical Assisting Specialization.

2. Students in the Professional Nursing Associate's Degree program must complete at least 45% of their program requirements at Rasmussen College, and no more than 55% may be completed via transfer credits, course waivers, credit by examination, or other means.
3. Students eligible and approved for the Surgical Technologist Associate's Degree Completer Block Transfer must complete 33% of their program requirements at Rasmussen College, and no more than 67% may be completed via transfer credits, course waivers, credit by examination, or other means.
4. Students in the Nursing Bachelor's Degree program must complete at least 25% of their program requirements at Rasmussen College, and no more than 75% may be completed via transfer credits, course waivers, credit by examination, or other means.
 - Rasmussen College awards quarter credits. In considering transfer courses, a semester credit is equivalent to 1.5 quarter credits. The calculated number is rounded down. Transfer credits based on a different unit of credit than quarters will be subject to conversion prior to being transferred.
 - International transcripts must be evaluated by a NACES approved organization (National Association of Credential Evaluation Services) or by AACRAO International Education Services

(IES) to ensure the student's credit transfer is equivalent to Rasmussen course content. The evaluation is the student's responsibility.

- Transfer credit is evaluated based on the program in which the student is applying for or is currently enrolled in.
- Credits earned at Rasmussen College will be transferred directly from one Rasmussen College campus to another. Only the classes that are applicable to the current program will be posted or calculated.
- Grade points from institutions other than Rasmussen College will not be computed in the Rasmussen College grade point average, but will be counted as credits attempted and earned for determining Satisfactory Academic Progress. All credits considered to be earned toward program completion, including test-out, transfer, and course waiver credits, are also credits attempted.
- Courses which have been accepted for transfer will be listed on the student's transcript with a Transfer (TR) designation. Transfer credits which have been conditionally accepted pending the receipt of an official transcript will be listed with a Pending Transfer (PT) designation. Any pending transfer credits still remaining at the end of the student's program will be removed and the student will be required to complete the program requirements in order to graduate.

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

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- Courses for which a student has received credit by examination will be listed on the student's transcript with a Test Out (TO) designation.
- Courses for which a student has received credit through waiver will be listed on the student's transcript with a Course Waiver (CW) designation.
- When courses are not accepted for transfer, a student may file an appeal through the following process:

1. The student completes an appeal form. Supplemental information such as a syllabus, course description, or text may be required.
2. The information will be reviewed by the Associate College Registrars.
3. The student will receive written notice of the decision.

Course By Course Transfer

- Course by course transfer credits from regionally or nationally accredited institutions of higher learning will be evaluated on course content. Most courses that are comparable in content will be accepted.
- Course must have the minimum number of credits to that of the Rasmussen College course.
- Only courses completed with a grade of C or higher, or a grade of Pass (in a Pass/Fail grading system), will be eligible for transfer credit.
- Grade points from institutions other than Rasmussen College will not be computed in the Rasmussen College grade-point average. Grade-point averages and grades from courses taken at any of the Rasmussen College campuses, which pertain to the current program, will be computed in the student's final grade-point average.

- General Education credits may be considered for transfer regardless of completion date.

- Credits in Major and Core Courses in the School of Technology must have been earned within the previous three (3) years of the assessment date. Prefixes included in Florida and Kansas: CAP, CDA, CEN, CET, CGS, CIS, COP, COT, CNT, CTS, DIG, GRA, ISM, MAA, and MTB. Prefixes included in Illinois, Minnesota, North Dakota, Wisconsin: N, SD, and W. This excludes the following courses, which do not have expirations:

1. Computer Applications and Business Systems Concepts
2. Excel

- Credits in major and core Courses in the School of Design must have been earned within the previous five (5) years and specialization courses within the previous three (3) years of the assessment date, excluding Drawing from Observation and Figure Drawing courses, which do not expire.

- Nursing Programs will not accept any core course transfers (prefixes NUR/PRN in Florida; prefixes PN/NU/NUR in Illinois, Minnesota and Wisconsin).

- Health Sciences core courses as designated by course prefix (except for the Medical Terminology course) have a five year transfer limit.

- The following courses in the Medical Assisting Diploma program are not transferable: MEA 1350 Fundamentals in Clinical Techniques; MEA 1460 Clinical Laboratory Applications & Diagnostic Procedures I; MEA 1570 Clinical Laboratory Applications & Diagnostic Procedures II; MEA 2895 Medical Assistant Experiential Externship; MEA 2976 Medical Assistant Professional Externship; and MEA 2820 Medical Assisting Capstone.

- The following courses in the Radiologic Technology Associate's Degree program are not transferable: RTE 1000 Introduction to Radiology and Patient Care; RTE 1100 Radiology Physics; RTE 2300 Radiographic Positioning and Anatomy I; RTE 2400 Radiographic

Positioning and Anatomy II; RTE 2500 Radiographic Positioning and Anatomy III; and RTE 900 Radiography Technology Capstone.

- Transfer of credit for Medical Laboratory Technician and Surgical Technologist core courses (MLT, RTE, and STS prefixes) have a two (2) year time limit from time of course completion. Students who have completed similar course work that exceeds the two (2) year limit can test-out of the course with a 73% or greater score on a course assessment. The MLT 1325 and MLT 1728 courses are exempt and have a 5-year time limit. All transfers or test-outs into the Medical Laboratory Technician, Radiologic Technology, and Surgical Technologist programs are based on program space availability.
- Clinical, Externship, Internship, Practicum and Reflection Courses cannot be transferred in from another institution of higher learning.
- For students in MN who enroll in the Law Enforcement Associate's, Law Enforcement Academic Certificate, or Law Enforcement Skills Certificate programs, transfer credits for law enforcement specific classes (CCJ, CJE, CJK, C JL, J, LE prefixes) can only be accepted if the incoming course is from a regionally accredited college that is POST Board approved. Students who have credits that are not transferable are eligible to demonstrate competency by completing the course specific test out, if available.

Declining Transfer of Credit

A student may choose to decline external transfer credit that would otherwise be awarded by submitting a written request to their advisor prior to the end of the drop period of their first quarter of the program. The transfer credits will be removed from the Rasmussen College student record. The request must explicitly state for which course the student wants to waive the transfer of credit. The declined transfer credit may be rescinded at a later date by submitting a written request to the advisor. If the course was attempted at Rasmussen College, the transfer grade will replace the grade that was earned at Rasmussen College, the attempted credits will continue to apply for the purpose of determining Satisfactory Academic Performance (SAP).

Competency Course Transfer Policy

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

2+2 Matriculation for Baccalaureate Candidates

- For students who have completed an associate's degree, who enroll in a Rasmussen College bachelor's degree in a similar program area (i.e., business degrees are required for business, accounting for accounting, they will receive immediate junior-level standing.
- Rasmussen College AAS/AS graduates will receive actual credits earned up to 93 credits (95 in Illinois).
- A block of up to 91 quarter credits for graduates from outside institutions will be awarded.
- If the student has taken all of the required upper division courses and is still short credits, the remaining credits will be fulfilled by taking unrestricted electives.
- Students must complete the required number of total credits in the program to earn a Rasmussen College Bachelor of Science degree.

- For the Health Information Management Bachelor of Science program, qualifying associate degrees must be from a CAHIM accredited program and earned within the past five years. If the degree was obtained over five years ago, the student needs to have work experience in the health information industry within the last five years and be approved by the Program Coordinator. The student may also enroll if he/she has an RHIT credential and an earned associate degree in any field. If so, the student needs to submit his/her AHIMA membership card, showing it as current.

General Education Block Transfer for Baccalaureate Candidates

For students with a conferred degree, General Education coursework will be transferred as a block regardless of conferred degree or degree sought through Rasmussen College.

- All required General Education courses must be met due to accreditation requirements.
- Conferred associate's degrees may be posted as a block of up to 40-credits (up to 42-credits in Illinois), depending upon the Program
- Conferred Baccalaureate degrees may be posted as a block of up to 64-credit block (up to 66-credit block in Illinois), depending upon the program, comprised of up to 40 lower-level and 24 upper-level credits (up to 42 lower-level and 24 upper-level credits in Illinois).
- For those students without an earned degree, successfully completed General Education credits will be applied.

School of Health Sciences Course Transfer Policy

Courses within the Medical Assisting, Medical Laboratory Technician, Surgical Technologist, Radiographic Technology, and Physical Therapist Assistant programs with course prefixes of MEA, MLT, RTE, PHT, and STS cannot be fulfilled with course-by-course transfer credit based on coursework completed at other institutions. Students who have completed external coursework similar to Rasmussen courses with prefixes of MEA, MLT, RTE, PHT, and STS at an accredited institution within one year may attempt a challenge exam following approval by the Department Chair. An examination score of 73% or higher is required to earn credit by examination unless indicated differently in the program handbook. Any courses that include a Clinical, Externship, Internship, or Practicum component cannot be fulfilled by test-out. The MEA 2203, MLT 1325 and MLT 1728 courses can be fulfilled by challenge exam or external transfer credit and have a 5 year time limit.

Clinical, Externship, Internship, Practicum and Reflection Courses cannot be transferred in from another institution of higher learning.

Health Sciences Associate's Degree – Medical Administrative Assistant Specialization Completer Block Transfer Policy

A block transfer of 32 core credits may be allowed into the Health Sciences Associate's Degree – Medical Administrative Assistant Specialization if the student graduated from a Medical Administration certificate or diploma program within the past 5 years from an accredited institution. Students will need to complete 44 General Education credits and E242 (Career Development), unless transferred on a course by course basis. When applying this policy, the transfer maximum is 67%.

A block transfer of 55 credits may be allowed into the Health Sciences Associate's Degree – Medical Administrative Assistant Specialization for Rasmussen College graduates of the Medical Assisting Diploma program if it was earned within the past 5 years. Students will earn a block transfer of 38 credits to apply toward the Medical Administrative Assistant Certificate and 17 credits which includes a block transfer of Pharmacology for Allied Health Professionals, Pathophysiology, 4 credits of Humanities, and 4 credits of Math/Natural Science. When applying this policy, the transfer maximum is 67%.

Health Science Associate's Degree – Medical Assisting Specialization Completer Block Transfer Policy

A block transfer of 41 core credits may be allowed into the Health Sciences Associate's Degree – Medical Assisting Specialization if the student graduated from a Medical Assisting diploma program earned at a regionally or nationally accredited institution of higher learning as recognized by the Department of Education and the Council on Higher Education Accreditation (CHEA), or recognized by the American Council on Education (ACE), will be considered for college transfer. If the Diploma was obtained over five years ago, the student must have work experience in the medical assisting or similar healthcare field within the last five years and be approved by the Department Chair. When applying the block transfer policy, the total transfer maximum is 67%.

Rasmussen College Medical Assisting Diploma graduates will receive actual credits earned in their program up to the credit value of the current diploma program, and the total transfer maximum is 67%.

Health Sciences Associate's Degree – Pharmacy Technician Specialization Completer Block Transfer Policy

A block transfer of 32 core credits may be allowed into the Health Science Associate's Degree – Pharmacy Technician Specialization if one of the following criteria is met by the student:

1. Graduated from a Pharmacy Technician certificate or diploma program earned within the past 5 years from an accredited institution
2. Completed a Pharmacy Technician education or training program accredited by either American Society of Health System Pharmacists (ASHP) or Accreditation Council of Pharmacy Education (ACPE) within the past 5 years

Students will need to complete 44 General Education credits and E242 (Career Development), unless transferred on a course by course basis. When applying this policy, the transfer maximum is 67%.

Health Information Technician Associate's Degree Completer Block Transfer Policy

A block transfer of 30 credits may be allowed into the Health Information Technician Associate's Degree program if one of the following criteria is met:

1. Graduated from a Rasmussen College Medical Billing and Coding Certificate or Diploma program within the past 5 years
2. Completed a Medical Billing and Coding education or training program approved by the American Health Information Management Association (AHIMA) Foundation's Professional Certificate Approval Program (PCAP) which was earned within the past 5 years

Students will need to complete ICD-CM Coding and ICD-PCS Coding courses unless transferred on a course-by-course basis. When applying this policy, the transfer maximum is 67%.

Surgical Technologist Associate's Degree Completer Block Transfer Policy

Students who have graduated from a CAAHEP or ABHES accredited surgical technology diploma or certificate program and hold the CST (NBSTSA) certification will receive a total block transfer of 60 credits. Students will receive a block of 4 natural sciences General Education credits plus a block of 56 core credits. Students will need to complete 28 General Education credits and E242 Career Development.

Bachelor-Completer 12-Week Quarters Programs Transfer Policies

The following transfer policies apply:

- Students who have an associate's degree from a college that is accredited by an agency recognized the United States Department of Education will receive 90 quarter credits of transfer to Rasmussen College (91 quarter credits Human Resources and Organizational Leadership BS, Marketing BS, Early Childhood Education Leadership BS, and the Criminal Justice Leadership

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and Management BS degrees) and begin their degree with junior standing.

- Students who have successfully accumulated 60 or more quarter credits at a grade of C or higher, and who have successfully completed college-level English and Math or Science from college(s) that are accredited by an agency recognized by the US Department of Education, will receive 60 quarter credits of transfer to Rasmussen College, or the actual credits successfully completed, whichever is higher.
- Students transferring into a program with 12-week quarters who are required to complete additional lower-level coursework in order to begin the program (prequalified students) will have their posted credits adjusted to reflect the additional coursework required.

Mobility Bridge Entrance Option

Students who hold a current unencumbered practical nursing license will receive credit for NU117/NUR1172 Nutritional Principles in Nursing (4 credits) and NU211/NUR2115 Fundamentals of Professional Nursing (6 credits) in the Professional Nursing AS Degree program. The student's credential will be reviewed, and if the criteria are met, the course requirements will be waived and the grades will be posted on the student's transcript as a Course Waiver (CW). Students may also transfer in up to 47 credits in successfully completed applicable General Education coursework. Graduates of Rasmussen College's Practical Nursing program will receive credit for G124/ENC1101 English Composition, G233/MAT1031 College Algebra, and the Communication course the student completed in the Practical Nursing program (for a total of 12 additional General Education credits). Rasmussen graduates should contact the campus in which they intend to enroll to determine whether they have completed additional coursework that is eligible for transfer. Students must successfully complete all remaining coursework in the Professional Nursing AS Degree program to earn this degree.

Rasmussen College Articulation Plan (Ras CAP)
Applicants for the Rasmussen College RN to BSN program may be awarded up to a maximum of 113 proficiency credits in transfer. Applicants for this program who have a current unencumbered RN license in the U.S. and have successfully

completed an associate's degree in Nursing, and who satisfy all program admission requirements will be awarded an articulation transfer equivalent to 113 credits toward this program.

Applicants who hold an unencumbered RN license in the U.S. without an associate's degree who satisfy all program admission requirements will be awarded an articulation transfer of 78 core credits in transfer to this program. In addition up to 35 additional credits for successfully completed applicable lower division General Education coursework may be awarded in transfer. These students will need to have previously completed 15 transferrable course credits comparable to, Introduction to Microbiology, Human Anatomy & Physiology I and Human Anatomy & Physiology II to enroll in this program, as Rasmussen does not offer these courses online. The remaining 18 credits of lower division General Education coursework will need to be completed in the following categories: English Composition, College Algebra, and electives including one Humanities, one Communication and one Social Science.

- Upper division core classes are not transferable.
- Upper division General Education coursework is transferable and follows the standard Course by Course Transfer Policy.
- The total percentage of credits that may be transferred into the program is 75%. Proficiency credits will be awarded based on the demonstration of competencies required to transition from nursing student to a registered nurse. The components of the Ras CAP for Nursing include:
 - The nursing Knowledge, Skills and Attitudes (KSA) needed to continuously improve quality and safety in healthcare from the Quality and Safety Education for Nurses (QSEN) initiative.
 - The clinical proficiencies (CLIN) requiring the application of the fundamental principles and critical thinking to nursing practice.
 - The competencies required in order to pass the examination (NCLEX-RN) and perform as a licensed registered nurse.

Distribution of credits across these components is as follows.

STANDARD	SOURCE	APPROX. DISTRIBUTION	CREDITS
Informatics	QSEN	5%	15
Evidence Based Care	QSEN	5%	
Teamwork and Collaboration	QSEN	5%	
Quality Improvement	QSEN	5%	
Safe and Effective Practices	QSEN NCLEX CLIN	30%	63
Patient Centered Physiological Integrity	QSEN NCLEX CLIN	40%	
Health Promotion and Maintenance	NCLEX CLIN	5%	
Psychosocial Integrity	NCLEX CLIN	5%	
Total Nursing Credits		100%	78
General Education Credits		-	35
Total RasCAP RN to BSN Credits			113

Bachelor of Science in Nursing - Standard Entrance and Second Degree Accelerated BSN (A-BSN) Entrance Options Eligibility and Transfer of Credit Policy

This 181-credit degree consists of 102 core Nursing credits and 79 General Education credits. Applicants of the Bachelor of Science in Nursing Standard Entrance and Second Degree Accelerated BSN (A-BSN) Entrance Options must submit Official Transcript(s) in order to be accepted into the program. Only General Education courses can be fulfilled with transfer credit. General Education course requirements include three 5-credit lab-based science courses: Human Anatomy and Physiology I, Human Anatomy and Physiology II, and Introduction to Microbiology, which must be completed before core Nursing courses can be taken.

Second Degree Accelerated BSN (A-BSN) Entrance Option

A student is eligible to enroll in the Second Degree Entrance Option when a bachelor's degree has previously been awarded. A block of 64 General Education credits will be awarded upon submission of official transcript. In addition, 15 General Education credits may be awarded based upon previous completion of the three required lab-based science courses:

- When student enrolls with all three lab-based science courses completed, a block of 64 General Education credits will be awarded, and 15 General Education credits for the three required science courses will be separately awarded, leaving 102 core Nursing credits to complete. Student will be eligible to take core Nursing courses at time of start.
- When student needs to complete one or more of the lab-based science courses, a block of 64 General Education credits will be awarded. Additional transfer credit will be awarded for each specific lab-based science course that has been completed.

Student is required to complete any unfulfilled lab-based science courses in their first and second quarters of enrollment. Upon completion of the lab-based science courses, the student will be eligible to enroll in core Nursing courses.

Standard Accelerated BSN (A-BSN) Entrance Option

A student is eligible to enroll in this entrance option when they have not yet attended college, have taken college courses but do not have a degree, or have an associate's degree only.

Transfer credit is assessed on a course-by-course content basis based upon submission of official transcript(s). Upon completion of all General Education course requirements, the student will be eligible to enroll in core Nursing courses.

Credit by Examination (for Non-Competency Courses)

- Enrolled students may request credit by examination for courses if an exam has been developed.
- Students seeking to utilize a Microbiology credit by examination must provide transcripts indicating they have successfully passed with a C grade or higher from an accredited institution a Microbiology course of a minimum four quarter credits which contains both a didactic component and lab. Qualified students who score 73% or higher on the credit by examination will earn a Microbiology "TO" on their Rasmussen College transcript.
- An examination score of 73% or higher is required to earn credit by examination.
- The examination grade will be posted as Test-out (TO) on the student transcript.
- Credits earned count in the transfer maximum.
- Credit by examination will not count as credits for financial aid eligibility.
- A credit by examination may be taken only once for each course.

- If a student has already attempted the course, as indicated by a posted W/WD/WP or F/FA/FD grade, no credit by examination attempt will be allowed.
- Credits awarded through credit by examination (TO) may not be transferable to another institution.
- Contact your Advisor for a list of available challenge exams

Course Waivers

A Rasmussen College approved course waiver requires an external learning experience to meet at least 80% of the course objectives/competencies of the Rasmussen College course being waived. Course waivers are tied to certifications, credentials and exams administered by professional organizations. Course waivers require documented evidence of assessment of student learning (e.g. certification, credential, exam or license).

School of Business Waivers

Course waivers will be considered for students who have select professional certifications from the HR Certification Institute™ for the distinction of Professional in Human Resources (PHR) or for the distinction of Senior Professional in Human Resource Management (SPHR)

- Course waivers will be considered for specific courses within the School of Business related to the certification and the program of enrollment.
- Certifications must be current.
- The student's credential will be reviewed, and if the criteria are met, the course requirements will be waived and the grades will be posted on the student's transcript as a Course Waiver (CW) once the course waiver request form is signed.
- Students presenting evidence of certification by the HR Certification Institute for the distinction of PHR will be awarded the following credit as Course Waiver (CW):

1. Introduction to Human Resource Management
2. Employment Law
3. Modern Human Resource Management
4. Workforce and Labor Relations Management

- Students presenting evidence of certification by the HR Certification Institute for the distinction of SPHR will be awarded the following credit as Course Waiver (CW):

1. Introduction to Human Resource Management
2. Employment Law
3. Modern Human Resource Management
4. Workforce and Labor Relations Management
5. Strategic Human resource Management

School of Design Waivers

- Course waivers will be considered for students who have select professional certifications from Amazon, Apple, Cisco, Certified Internet Web Professional (CIW), the Computing Technology Industry Association (CompTIA), C++ Institute, EC-Council, EMC², (ISC)², Microsoft, Oracle, VMWare.
- Course waivers will be considered for specific courses within the School of Design related to the certification.
- Certifications must have been earned within the last three years or are current through renewal.
- The student's credential will be reviewed, and if the criteria are met, the course requirements will be waived and the grades will be posted on the student's transcript as a Course Waiver (CW) once the course waiver request form is signed.

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School of Education Waivers

- Students who have a current and valid CDA Credential awarded by the Council for Professional Recognition or a FCCPC certificate awarded by the Florida Department of Children and Families, and are enrolled in the Early Childhood Education Associate's Degree, or Early Childhood Education Certificate, may request a waiver from Foundations of Child Development; Early Childhood Education Curriculum and Instruction; and Health, Safety, and Nutrition/CDA Application.
- The student's credential will be reviewed, and if the criteria are met, Rasmussen College will waive the course requirements and the grades will be posted on the student transcript as a Course Waiver (CW) once the course waiver request form is signed.

School of Health Sciences Waivers

- Course waivers will be considered for students who have earned the Certified Coding Specialist (CCS or CCS-P) from American Health Information Management Association (AHIMA).
- Certifications must be current.
 - Course waivers will be considered for specific courses related to the certification.
 - The student's credential will be reviewed, and if the criteria are met, will waive the course requirements and the grades will be posted on the student transcript as a Course Waiver (CW) once the course waiver request form is signed.

Medical Coding Practicum Waiver

- Students with a minimum cumulative GPA of 3.0 in their program major courses may request a waiver for the Medical Coding practicum coursework. Students must complete and submit the required paperwork to their Program Coordinator/Director prior to the start of the quarter of the practicum.
- Students must have a variety of experiences in the necessary medical fields rather than from just one area, and documentation will be required from the student's employer. The Program Coordinator/ Director will inform the campus Student Records office of the result of the evaluation.
- If the waiver is granted, the grade will be posted on the student transcript as a Course Waiver (CW) once the course waiver form is signed.

School of Justice Studies Waivers

- Course waivers will be considered for students who have select professional certifications from recognized state police/corrections academies.
- Course waivers will be considered for specific courses within the School of Justice Studies related to the certification.
- No time limit for earning certifications.
- The student's credential will be reviewed, and if the criteria are met, the course requirements will be waived and the grades will be posted on the student's transcript as a Course Waiver (CW) once the course waiver request form is signed.
- Course waivers will be considered for students who have attended and successfully completed the following courses offered through the MN BCA Criminal Justice Training and Education Program (BCA-CJTE). Student must present evidence of their attendance by submitting a course certificate of completion.
 1. Basic Narcotics
 2. BCA Crime Scene Course
 3. Crime Prevention Practitioner Course
 4. Financial Investigation Techniques Course
 5. Forensic Science Partners Course
 6. Leadership in Police Organizations Course
 7. Southern Police Institute Homicide Course

Course waivers will be considered for students who have attended and successfully completed the following courses offered by the Florida Department of Law Enforcement (FDLE). Student must present evidence of their attendance by submitting a course certificate of completion.

- Domestic Interventions & Investigations 091
- Organized Crime 054
- Narcotics and Dangerous Drugs 016
- Criminal Law 019

Similar courses will be considered upon request. A review of the content against the syllabus of the course for which transfer is requested will be assessed, awarding of a waiver is at the sole discretion of the Dean of the School of Justice Studies. Sufficient time must be allowed for an appropriate review, the student will be required to submit the syllabus of the course, the hours required, and evidence of completion of the course.

School of Nursing Waivers

- Students who enroll in the Professional Nursing Associate's Degree program and have a practical nursing license that is current and unencumbered on the date their program starts at Rasmussen College, may receive a waiver from NUR1172 Nutritional Principles in Nursing and NUR2115 Fundamentals of Professional Nursing. The student's license status, as recorded on the state's licensing website will be reviewed, and if the criteria are met, Rasmussen College will waive the course requirements and the grades will be posted on the student transcript as a course waiver (CW) once the course waiver request form is signed.
- Students who enroll in a Rasmussen Practical Nursing or Professional Nursing program, and have completed specific Medic Courses while in the military as recorded on either a Joint Services Transcript (JST) or an ACE military transcript from the American Council for Education (ACE) transcript, may receive a waiver from the following courses:
 - Practical Nursing Diploma Program:
 - **Air Force** – Medic Course BMTCP: PRN 1192 Fundamentals of Practical Nursing, PRN 1086 Introduction to Practical Nursing, PRN 1356 Basic Pharmacology, and PHA 1500 Structure and Function of the Human Body
 - **Army** – Medic Course Medic Program 68W: PRN 1086 Introduction to Practical Nursing, PRN 1356 Basic Pharmacology, and PHA 1500 Structure and Function of the Human Body
 - **Navy and Marines** – Medic Course HM0000: PRN 1192 Fundamentals of Practical Nursing, PRN 1086 Introduction to Practical Nursing, PRN1356 Basic Pharmacology, and PHA 1500 Structure and Function of the Human Body
 - Professional Nursing Associate's Degree Program:
 - **Air Force** – BMTS 101N, NUTS 101 and NURS 201: PHA 1500 Structure and Function of the Human Body, NUR 2058 Dimensions of Nursing Practice, and NUR 2092 Health Assessment
 - **Army** – The Combat Medic Program: PHA 1500 Structure and Function of the Human Body, and NUR 2092 Health Assessment
 - **Navy** – BMTS 101N, NUTS 101 and NURS201: PHA 1500 Structure and Function of the Human Body, NUR 2058 Dimensions of Nursing Practice, and NUR 2092 Health Assessment

School of Technology Waivers

- Course waivers will be considered for students who have select professional certifications from Amazon, Apple, Cisco, Certified Internet Web Professional (CIW), the Computing Technology Industry Association (CompTIA), C++ Institute, EC-Council, EMC², (ISC)², Microsoft, Oracle, VMWare.
- Course waivers will be considered for specific courses within the School of Technology related to the certification.
- Certifications must have been earned within the last three years or are current through renewal.
- The student's credential will be reviewed, and if the criteria are met, the course requirements will be waived and the grades will be posted on the student's transcript as a Course Waiver (CW) once the course waiver request form is signed.

College Equivalency Credit

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

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

Military Experience Equivalency Credit

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

Transfer to Other Colleges

Rasmussen College does not imply or guarantee that credits completed at Rasmussen College will be accepted or transferable to any other college, university, or institution. Graduates or students who would like to transfer credits earned at Rasmussen College to another school should understand that the decision to accept transfer credits is always at the discretion of the receiving institution. Please see the Manager of Students Records with questions about transfer to other colleges.

Transcripts

A fee of \$10.00 is charged for all official or unofficial transcripts. For students who have access to the student portal, unofficial transcripts may be accessed and downloaded through the student portal at no charge. 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.

Transcript requests received by mail, or fax or email or delivered in person are processed within five to seven business days after receipt of payment. Mailed transcripts are sent standard 1st class postage and may take up to 10 days to be delivered by the postal service.

FLEX CHOICE CREDIT BY ASSESSMENT COURSE OPTIONS

See specific options listed on program pages, as denoted by the “+” symbol. The “+” symbol following a course title indicates that there is an equivalent Credit by Assessment option specifically for this course. The “+” symbol appearing after a General Education category heading indicates that there is at least one Credit by Assessment option available to fulfill an elective within this category. Lower Division Flex Choice Credit by Assessment Courses on this chart may only be selected in place of designated courses listed in the certificate-, diploma-, and associate-level curricula of a Flex Choice Credit by Assessment eligible program. Upper Division Flex Choice Credit by Assessment Courses on this chart may only be selected in place of designated baccalaureate-level courses (generally identifiable by course numbers in the 3000s and 4000s).

Course Equivalent	Credit by Assessment Course	Course Description	Transfer (TR) or Test-Out (TO) Credits
LOWER DIVISION – MAJOR AND CORE			
CGS 1240 Computer Applications and Business Systems Concepts	Computer and Microsoft Productivity	This course teaches students basic to advanced computer concepts and skills, including creating and modifying Word documents, designing databases, spreadsheet creation and analysis, using the Internet and e-Commerce tools, and creating presentations with enhanced features and web tools. Prerequisites: None	3 (TO)
E242 Career Development	Virtual Career Center	This course is designed to study the personal and professional characteristics necessary for obtaining and maintaining suitable employment. The student will assemble a complete job-seeking portfolio including his/her resume and references, letters of application and appreciation, documentation of work and educational history, and demonstration of skills through examples of student work. The course includes an in-depth study of self-marketing approaches, job interviewing techniques and professionalism as well as participation in a mock interview. Prerequisites: None	2 (TO)
MNA 1161 Customer Service	Customer Loyalty and Retention	This course covers the basic concepts of essential communication skills needed in business to interact/work effectively with individuals and/or groups. Special areas of emphasis include solving problems, developing a customer service strategy, coping with challenging customers, increasing customer retention and surveying customer satisfaction. Prerequisites: None	4 (TO)
LOWER DIVISION – GENERAL EDUCATION			
Lower Div. – Communications	Conflict Resolution	The course objective is to gain mastery in the basic concepts of conflict resolution and learn how to apply these concepts in real-world situations and one’s own life; explore key theories and skills associated with conflict resolution in a variety of contexts, including organizational, intercultural, family and interpersonal. Prerequisites: None	4 (TR)
Lower Div. – English Composition (or ENC 1101 English Composition) ^{1,2}	English Composition I	The course objective is to learn the core skills of English composition and how to apply those skills to become effective writer and engaged reader; gain proficiency with all of the steps in the writing process while creating original compositions in the narrative, the informative, and the argumentative modes; and learn how to read in an active, inquisitive manner and analyze the rhetorical situation of a text or the student’s own compositions. Prerequisites: None	4 (TR)
Lower Div. – Humanities	Approaches to Studying Religions	The course objective is to demonstrate understanding of the basic concepts integral to the study of religion and apply the concepts in real-world situations; analyze key components of religions as they apply to a range of different belief systems; and examine the role of religion in modern society. Prerequisites: None	4 (TR)
Lower Div. – Humanities	Introduction to Art History	The course objective is to gain mastery of the basic art history elements of the Western world from prehistoric to modern times; explore art exhibits, analyze buildings and architecture, and examine art in everyday life. Prerequisites: None	4 (TR)
Lower Div. – Math (MAT 1222 Algebra or MAT 1106 Advanced Algebra) ¹	Algebra	The course objective is to build mastery around linear, non-linear, and other mathematical functions that include algebraic, graphic, and numeric properties. The student will demonstrate the application of these concepts to real life scenarios. Prerequisites: None	4-5 (TR)
Lower Div. – Natural Science	Human Biology <small>This competency course is not available to students enrolled in any School of Nursing program, or to Illinois students.</small>	The course objective is to introduce topics from the subject of human anatomy and physiology. Pathway topics include the molecular and cellular basis of life, genetics, organ systems, and the impact of nutrition and exercise on human health. Prerequisites: None	4 (TR)
Lower Div. – Math (or STA 1625 Essential Statistics and Analytics) ¹	Introduction to Statistics	The course objective is to gain mastery of the basic principles of statistics. Students will learn a variety of topics including statistical principles, research methodologies, data analysis, and hypothesis testing. The student will demonstrate the application of these topics in statistics to everyday situations. Prerequisites: None	4 (TR)
Lower Div. – Social Sci. (or PSY 1012 General Psychology) ¹	Introduction to Psychology	The course objective is to familiarize with the basic principles of psychology and the scientific methods. Students study a variety of topics including the brain, learning and memory, personality, social influence, child and lifespan development, and psychopathology. Students will demonstrate the application of these psychology topics to everyday situations. Prerequisites: None	4 (TR)
Lower Div. – Social Sci. (or SYG 1000 Introduction to Sociology) ¹	Introduction to Sociology	The course objective is to gain mastery of the basic principles of sociology. Students will learn a variety of topics including sociological theories, cultural deviance, social interaction, diversity, stratification, as well as education, technology, and health in modern society. Students will demonstrate the application of these topics in sociology to everyday situations. Prerequisites: None	4 (TR)

Course Equivalent	Credit by Assessment Course	Course Description	Transfer (TR) or Test-Out (TO) Credits
LOWER DIVISION – GENERAL EDUCATION			
Lower Div. – Social Sci. (or ECO 2013 Macroeconomics) ¹	Macroeconomics	The course objective is to introduce the student to the study of general economic principles such as supply and demand; gross domestic product; inflation; unemployment; fiscal policy; monetary policy interest rates; the exchange rate; and being able to formulate and assess macroeconomic policy suggestions. Prerequisites: None	4 (TR)
Lower Div. – Social Sci. (or ECO 2023 Microeconomics) ¹	Microeconomics	The course objective is to enable the student to explore the behavior of individual consumers and firms in the marketplace; evaluate decisions, both public and private, with an economic lens; and apply conceptual principles of microeconomics in practical ways to everyday life. Prerequisites: None	4 (TR)
UPPER DIVISION – GENERAL EDUCATION			
Upper Div. – Communications (or MMC 3407 Visual Communication in the Media) ¹	Visual Communication in the Media	Students will develop visual literacy skills that allow proper analysis of how and why images are used to convey messages to viewers. This skill will help students identify how common social ideas are visually perpetuated and used in the media. They will also be able to analyze how to effectively and ethically use visuals to target a particular audience. Practice includes active analysis of visual cues and elements and the reasoning behind how to use visual cues and elements that are pleasing to the sensory perceptions of viewers. Students will also assess the use of visuals to persuade viewers. Finally, students will learn ethical principles in the use of visuals to avoid creating propaganda or manipulative imaging, as well as the ethical philosophies that motivate visual communication in the media. Prerequisites: None	4 (TO)
Upper Div. – Humanities (or ART 3477 Art in the World and the Workplace) ¹	Art in the World and the Workplace	The course explores the roles of music, poetry, prose, and visual art in our modern workplace and home lives. Topics include the benefits of art in the home, community, and workplace. These include creativity, focus, happiness, networking opportunities, curiosity, idea generation, reduction of stress, and increase of morale. The course is an historical perspective of the role and application of art, up to and including the 21st century. Prerequisites: none	4 (TO)
Upper Div. – Humanities (or PHY 4060 Understanding Ourselves Through Physics: From Newton to Your Cell Phone) ¹	Understanding Ourselves Through Physics: From Newton to Your Cell Phone	This course tracks how we have understood ourselves and our world—including time, space, gravity, and our gadgets—as understanding of physics has evolved. Topics will include Newton’s “discovery” of gravity, Einstein and relativity, energy particles and waves, the atom and how we use it, Schrödinger’s cat, and modern technologies. Prerequisites: None	4 (TO)
Upper Div. – Math (or MAT 3172 The Mathematics of Games) ¹	The Mathematics of Games	This course serves as an introduction to the mathematics of games. Math topics may include, but are not limited to, probability, combinatorics, and introductory game theory. Techniques and methods are developed through the examination and analysis of classic games and problems. This course also includes the study of applications of probability and game theory in both business and industry. Discussions include the use of utility theory to establish payoffs in real-world settings. Prerequisites: None	4 (TO)
Upper Div. – Social Sci. (or SYG 4119 Sociology in a Digital World) ¹	Sociology in a Digital World	This course examines how society’s structure adapts as densely populated cities grow and more crowds congregate and create data in cyberspace. Topics to be explored through a sociological lens include wikis, big data, the digital divide, online networking, the evolution of language, and deviance. Prerequisites: None	4 (TO)
Upper Div. – Social Sci. (or PSY 3738 The Psychology of Social Media) ¹	The Psychology of Social Media	This course examines psychology impacts when humans engage with peers through online networks for social and professional use. Benefits to be explored include networking, distance team building, access to global perspectives, and social media’s impact on Benedict Anderson’s “Imagined Communities”. Also explored will be the psychology of harmful online behaviors such as cyberbullying and trolling. Prerequisites: None	4 (TO)

The decision to accept transfer credits is always at the discretion of the receiving institution.

¹ Courses listed as required within a program must be fulfilled via either the traditional faculty-led course or its specified Flex Choice Credit by Assessment option.

² The Flex Choice Credit by Assessment option for English Composition is only available to students in designated programs, and is not available as an elective choice. See the program pages for details.

ACADEMIC INFORMATION AND COLLEGE POLICIES

EXTERNSHIPS,
PRACTICUMS,
AND CLINICALS**Health Sciences Externships,
Practicums, and Clinicals**

Externships, clinicals, and practicums for Health Sciences programs are to be conducted in Rasmussen approved locations. Each practicum site will be established utilizing an agreement to determine the responsibilities of the practicum partner, Rasmussen College, and the participating student. Students may need to travel out of the immediate area to complete practicum activities. The cost of any such travel is the responsibility of the student. Practicums/ Externships in Health Sciences programs have attendance expectations that differ from the general Rasmussen College Attendance Policy. These attendance policies can be found in the program-specific manuals/handbooks.

In order to successfully complete a practicum experience, students must complete the required number of practicum hours for the course. Students who do not complete all required practicum hours during the quarter or term in which the course is scheduled will fail the practicum course.

All student activities associated with the curriculum, especially while the student is completing his or her clinical rotations, will be educational in nature. The student will not receive any monetary remuneration during this educational experience, nor will he or she be substituted for hired staff personnel within the clinical institution.

Often, students will be offered a position toward the end of their rotation. It must be understood by both parties that should compensation occur for time associated with the practicum requirement, the student may be dismissed from the program and forfeit any accumulated hours.

POLICIES AND
GRIEVANCES**Accommodations Policy**

The mission of Rasmussen College in disability services is to create an accessible college community where students with disabilities have an equal opportunity to participate fully in all aspects of the educational experience. Rasmussen College recognizes its obligation under the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973 and commits to the success of its students and faculty by prohibiting discrimination on the basis of disability and requiring reasonable accommodations to qualified disabled students in all programs and activities.

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

Attendance

A basic requirement for employment in any organization is regular, on-time attendance. Rasmussen College students are expected to be on time and in regular attendance for all of their classes. Workplace etiquette also requires 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 student's responsibility to contact the instructor to get missed information, class work, and assignments.

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

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

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

Course Attendance: If a student has not been in attendance in a course within 14 days of their last date of attendance in that course, he or she may be administratively withdrawn from the course. If the student has not been in attendance in any courses within 14 days of their last day of attendance, he or she may be administratively 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 grades according to the Rasmussen College Drop/Add Class Policy.

Externships, Practicums, and Clinicals in Nursing and Health Sciences programs have attendance requirements that are more stringent than the attendance policy above. Attendance policies for programs with additional requirements can be found in program-specific manuals/handbooks.

Rasmussen College Academic Integrity Policy

I. Introduction: As an institution of higher learning, Rasmussen College is dedicated to global enrichment and meeting the evolving needs of our diverse communities. In pursuit of this commitment, students of Rasmussen College are expected to uphold the very highest business and personal ethics and embrace opportunities for engaging in honest intellectual inquiry by practicing academic integrity. Academic Integrity is the commitment to five fundamental values: honesty, trust, fairness, respect, and responsibility. The purpose of this policy is to clarify the College's expectations with regard to student academic behavior and provide examples of academic misconduct. Misconduct is a violation of the Academic Integrity Policy, whether intentional or unintentional, and includes all forms of academic cheating.

II. Definitions

- a) **Academic Misconduct** is the violation of the Academic Integrity Policy, including all forms of academic cheating including but not limited to acts listed below and any other act that results in unfair advantage to the student.
- b) **Cheating:** Distributing or receiving answers or information by any means other than those expressly permitted by an instructor for any academic exercise. Examples include:
 - i. Copying answers, data, or information for any academic exercise from another student in which the student is not expressly permitted to work jointly with others.

- ii. **Impersonation:** Assuming another student's identity or allowing another person to complete an academic exercise on one's own behalf.
- iii. **Using or attempting to use unauthorized materials, texts, devices, notes, information or study aids to gain unfair advantage in any academic exercise (i.e., assignments, discussions, tests, quizzes, papers, labs).**
- c) **Collusion:** Knowingly assisting, attempting to assist, or receiving assistance from another student or students to commit academic misconduct, or conspiring with any other person in or outside of the College to commit misconduct.
- d) **Destruction, Theft, Obstruction, Interference:** Seeking to gain unfair academic advantage by destroying, damaging, or stealing equipment or products of any academic exercise; or obstructing or interfering with an instructor's materials or another student's academic work.
- e) **Fabrication, Falsification, Forgery:** Deliberately falsifying, altering, or inventing student records, information or citations. Forgery is the act of imitating or counterfeiting documents, signatures, and the like.
- f) **Plagiarism** is the act of representing an individual's or organization's words, thoughts, or ideas as one's own. Examples include:
 - i. Using information (a paraphrase or quotation, in whole or in part) from a source without attempting to give credit to the author of that source.
 - ii. Using charts, illustrations, images, figures, equations, etc., without citing the source.
 - iii. Using an academic exercise (in whole or in part) purchased or copied from a ghostwriter or paper/essay mill.
 - iv. Copyright infringement or piracy, including the use, alteration, or duplication of media, software, code, or information when expressly prohibited or where copyright exists or is implied.

III. Violations: Students who violate the academic integrity policy (commit academic misconduct) are subject to corrective action in order to deter future misconduct and to hold students accountable for their actions. Academic Integrity violations and corrective actions are documented and cumulative; corrective actions may be increased based on a past disciplinary record, the severity of the violation, and the impact upon the academic community. The College reserves the right to dismiss a student from the College for academic misconduct; students who are dismissed from the College because of academic misconduct may not reenroll. Students who commit Academic Misconduct also run the risk of harming future educational and employment opportunities.

IV. Appeal: A student found in violation of the Academic Integrity Policy may appeal a finding of misconduct using the Academic Appeal policy located in the catalog.

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 student conduct. The College reserves the right to suspend or dismiss any students whose conduct is detrimental to the educational environment. A student dismissed from the College because of misconduct may not reenroll. Conduct/dismissal guidelines for School of Nursing students, or School of Health Sciences students enrolled in the Medical Assisting, Health Information Technician/Management, Medical Laboratory Technician and Surgical Technologist programs can be found in each programmatic

handbook provided at programmatic orientation. 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.

Students, employees and guests using Rasmussen networks to access the internet are prohibited from viewing inappropriate material or visiting sites which have been identified as facilitating the violation of copyright/intellectual property protections or other suspicious/illegal activity. Prohibited material could include pornographic images, illegal file sharing programs (such as the illegal downloading and sharing of music), or other violations of the Rasmussen College Acceptable Use Policy. Violations will result in the loss of network use privileges and possibly other penalties, up to and including dismissal.

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 may result in 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

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

Several programs, including those in our School of Nursing and our School of Health Sciences, have stringent dress code and professional appearance requirements. Standards are specified in the applicable program handbooks. In some cases, failure to meet the required standard may impact a student's ability to participate in an externship or clinical experience, and may ultimately impact the student's grade. Please consult the handbook specific to your program or see your Program Coordinator/Dean for details.

**Rasmussen College Minimum
Technical Requirements**

In order to be successful in online courses, you must use a computer system that meets or exceeds the minimum technical requirements specified in the course. If you do not meet those requirements, you may need to attend a campus to complete some assignments.

Due to frequent changes in technology, technological requirements change periodically. Technical requirements necessary for online courses to run properly are located on the following website: content.learntoday.info/course_files/techno/techno_ols.html, which is updated regularly to reflect current requirements.

Please read the following current technical requirements information carefully to ensure that your computer is properly configured for online courses.

Some courses require the use of software that is not Mac compatible. If you use a Mac, you may need to attend a campus, use a PC, or run the software in Windows emulation mode in order to complete some required course activities and assignments.

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1. Web Browser Requirements: The following web browsers are formally supported and tested:

- With PCs running Windows OS:
 - Firefox
 - Internet Explorer version 8, 9 or 10;
- With Macs running OS X:
 - Firefox
 - Safari 5 or 6.0.x

Desktop or laptop computers are preferred. Mobile devices may only work with limited functionality.

2. Cookies Must Be Enabled on Your Browser

A cookie is a small file that is placed on your computer by the server. Cookies are a very common Internet technology used by many websites, such as Amazon or eBay. Your browser has a setting that allows you to control whether you allow cookies or not.

Since cookies are so common, your browser probably already has cookies enabled. If you are unsure whether your browser is set up properly, please call the Personal Support Center.

3. Required Plug-ins

Flash

Your courses may include images or animations that require the Flash plug-in. If you do not have Flash installed, or have difficulty viewing the animations, you may load the most current version of the Flash plug-in here: get.adobe.com/flashplayer/.

Shockwave

Your courses may include images or animations that require the Shockwave plug-in. If you do not have Shockwave installed, or have difficulty viewing the animations, you may load the most current version of the Shockwave plug-in here: get.adobe.com/shockwave.

Acrobat Reader

Your courses may include .pdf files, which require the Adobe Acrobat Reader. If Acrobat is not installed on your computer, please download the free Adobe Acrobat Reader: get.adobe.com/reader/.

Microsoft PowerPoint

Your courses may include Microsoft PowerPoint presentations. If you do not have PowerPoint installed on your computer, you may use the free PowerPoint viewer to view the course materials. Download the free PowerPoint viewer here: microsoft.com/en-us/download/details.aspx?id=13.

Microsoft Word

Your courses require the use of Microsoft Word to turn in written assignments. If you do not have Word, please contact your instructor.

Microsoft Excel

Your courses may require Microsoft Excel spreadsheet software. If you do not have Excel, please contact your instructor.

ZIP File Compression Utility

Your courses may require the use of a compression utility, like 7-Zip, to create a "zipped" file (i.e. filename.zip). If you do not have a compression utility installed on your computer, you may download a free copy of 7-Zip here: 7-zip.org. If your computer is running Windows XP, or newer, there is a compression utility already built in. For help "zipping" and "unzipping" files using the Windows compression tools, please view the demonstrations at: content.learntoday.info/course_files/techninfo/techninfo_ols.html.

Circulation Policy

Library Mission and Introduction

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

In support of this mission we:

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

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

Borrowing Materials: General

The following persons are permitted to check out materials owned by our library system:

- Rasmussen College students and alumni in good financial standing with the College
- Rasmussen College faculty and staff in good standing with the library
- Consortia patrons in good standing with the library

A patron in good standing with the library is defined as a person who has no overdue items and owes no fees toward damaged or lost items. A library user is responsible for any items checked out in his or her name. Rasmussen College retains the right to deny borrowing privileges to any person in violation of this or any other library policy.

Loan Periods

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

Fees and Restriction of Borrower Privileges

Users will receive a reminder 2 days in advance of an item's due date.

Following the grace period (5 days for circulating items; 10 hours for special materials), items are considered overdue and borrower privileges will be restricted until items are returned or fees are paid for lost materials.

After 30 days past the end of the grace period, the material is considered lost. The library reserves the right to charge for replacement costs. Replacement costs are assessed per each individual item. The library will charge \$55.00, or the cost of replacing the item plus a \$5.00 processing fee.

In the event that a library material is returned damaged, the borrower will be assessed a fee to repair or replace the damaged item. In the event that an irreplaceable item is damaged, the library will assess a \$55.00 fee.

Rasmussen College cannot override fines incurred at other libraries, including fines for Interlibrary Loan items lost or returned late.

Library fees are assessed through the Department of Student Financial Services. Rasmussen College reserves the right to withhold the release of academic information, and other records, pending settlement of any amount due to the College.

Non-Discrimination Policy

Rasmussen is strongly committed to providing equal employment opportunity for all employees and all applicants for employment. For us, this is the only acceptable way to operate our College.

Rasmussen employment practices conform both with the letter and spirit of federal, state, and local laws and regulations regarding 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 will be notified of all allegations. This will ensure a prompt, consistent, and appropriate investigation.

It is a violation of policy for any member of our College community to engage in sexual harassment and it is a violation of policy for any member of the College community to take action against an individual for reporting sexual harassment. This policy covers actions of all students and employees, whether co-worker, manager or by any other persons doing business with or for Rasmussen.

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

Informal and Formal Complaints

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

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

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

Informal Resolution

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

1. Sometimes sexual harassment can be stopped by telling the person directly that you are uncomfortable with his 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, Regional Vice President, or College President.

A Campus Director contacted by a person who may have been subjected to sexual harassment will give advice and guidance on both informal and formal procedures for solving the problem.

During the informal inquiry process, all information will be kept confidential to as great a degree as legally possible.

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

Incidents should be reported within 30 days.

At any time during the procedures, both the person bringing a complaint and the person against whom the complaint is made may have a representative present in discussions with the Campus Director.

Resolutions and Informal Complaints

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

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

While the confidentiality of the information received, the privacy of the individuals involved, and the wishes of the complaining person regarding action by the College cannot be guaranteed in every instance, they will be protected to as great a degree as is legally possible. The expressed wishes of the complaining person for confidentiality will be considered in the context of the College's obligation to act upon the charge and the right of the charged party to obtain information. In most cases, however, confidentiality will be strictly maintained by the College and those involved in the investigation.

2. If the person bringing the complaint is willing to be identified to the person against whom the complaint is made and wishes to attempt resolution of the problem, the College will make a confidential record of the circumstances (signed by the complainant) and suggest and/or undertake appropriate discussions with the persons involved.
3. When a number of people report incidents of sexual harassment that have occurred in a public context (for instance, offensive sexual remarks in a classroom lecture) or 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 complaints.

Definitions

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

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- 3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working or academic environment.

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

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

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

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

There are basically two types of sexual harassment:

1. "Quid pro quo" harassment, where submission to harassment is used as the basis for employment decisions.

Employee benefits such as raises, promotions, better working hours, etc., are directly linked to compliance with sexual advances. Therefore, only someone in a supervisory capacity (with the authority to grant such benefits) can engage in quid pro quo harassment. Example: A supervisor promising 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 be supervisors, other employees, or customers. Hostile environment harassment consists of verbiage 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 touching or fondling all fall into this category.

For further information please refer to the EEOC's website at eoc.gov or call the EEOC Publications Distribution Center at 800-669-3362 (voice), 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 so as to have the purpose or effect of creating a hostile work or educational environment.

Romantic/sexual relationships between superior and subordinate: Substantial risks are involved even in seemingly consensual romantic/sexual relationships where a power differential exists between the involved parties.

The respect and trust accorded a faculty member or other employee by a student, as well as the

power exercised by faculty in giving grades, advice, praise, recommendations, opportunities for further study, or other forms of advancement may greatly diminish the student's actual freedom of choice concerning the relationship. Similarly, the authority of the supervisor to hire, fire, evaluate performance, reward, make recommendations, assign and oversee the work activities of employees may interfere with the employee's ability to choose freely in the relationship. Further, it is inherently risky where age, background, stature, credentials or other characteristics contribute to the perceptions that a power differential exists between the involved parties which limits the student or employee's ability to make informed choices about the relationship.

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

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

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

Formal Complaints by Students and Employees

a. A formal complaint of sexual harassment must include a written statement, signed by the complainant specifying the incident(s) of sexual harassment. The statement may be prepared by the complainant or by an advisor as a record of the complaint. The complaint must be addressed to the Campus Director or other manager who will immediately report such complaint to an Executive Vice President or President and Human Resource Director or Corporate Counsel.

The Human Resource Director and/or Corporate Counsel, with the assistance of the Campus Director or other manager will formally investigate the complaint and present the findings and recommendations to an Executive Vice President or President.

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

1. The person who is first contacted, after initial discussions with the complainant, will inform the College specifying the individuals involved. Rasmussen will decide whether the circumstances reported in the complaint warrant a formal investigation or an informal inquiry.
2. If the circumstances warrant an investigation, Rasmussen will inform the person complained against of the name of the person making the complaint as well as of the substance of the complaint. The College will then limit the investigation to what is necessary to resolve the complaint or make a recommendation. If it is necessary for the College to speak to any people other than those involved in the complaint, they will do so only after informing the complaining person and the person complained against.

3. The College's first priority will be to attempt to resolve the problem through a mutual agreement of the complainant and the person complained against.
 4. The College will be in communication with the complainant until the complaint is resolved. The complainant will be informed of procedures being followed throughout the investigation although not of the specific conversations held with the person complained against.
 5. The College will resolve complaints expeditiously. To the extent possible, the College will complete its investigation and make its recommendations within 60 days from the time the formal investigation is 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.
- c. After an investigation of the complaint the College will:
1. Look at all the facts and circumstances surrounding the allegations to determine if there is reasonable cause to believe that harassment has occurred and report its findings and the resolution to an Executive Vice President or President; or
 2. Report its findings with appropriate recommendations for corrective action to an Executive Vice President or President; or
 3. Report to an Executive Vice President or President its finding that there is insufficient evidence to support the complaint.

Victims' Rights Under Sexual Assault Policy

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

1. The victim is aware that criminal charges can be made with local law enforcement officials;
 2. The prompt assistance of campus administration, or Rasmussen College management at the request of the victim, in notifying the appropriate law enforcement officials of a sexual assault incident;
 3. A sexual assault victim's participation in and the presence of the victim's attorney or other support person at any campus or college facility disciplinary proceeding concerning a sexual assault complaint;
 4. Notice to a sexual assault victim of the outcome of any campus or college facility disciplinary proceeding concerning a sexual assault complaint, consistent with laws relating to data practices;
 5. The complete and prompt assistance of campus administration, or Rasmussen College management at the direction of law enforcement authorities, in obtaining, securing, and maintaining evidence in connection with a sexual assault incident;
 6. The assistance of campus administration or Rasmussen College management in preserving, for a sexual assault complaint or victim, materials relevant to a campus disciplinary proceeding;
 7. The assistance of campus and/or other Rasmussen College personnel, in cooperation with the appropriate law enforcement authorities, at a sexual assault victim's request, in shielding the victim from unwanted contact with the alleged assailant, including transfer of the victim to alternative classes; and
 8. Further information can be obtained from the following sources:
Florida Commission on Human Relations
2009 Apalachee Parkway, Suite 100
Tallahassee, FL 32301
Phone: 850-488-7082
Toll-Free: 1-800-342-8170
Fax: 850-488-5291
Website: fchr.state.fl.us
Email: fchrinfo@fchr.myflorida.com
- For Those with Communication Impairments:
The Florida Relay Service Voice (statewide)
711 TDD ASCII 800-955-1339
TDD Baudot 800-955-8771
- Illinois Department of Human Rights
James R. Thompson Center
100 West Randolph Street, Suite 10-100
Chicago, IL 60601
312-814-6200
217-785-5125 (TTY)
state.il.us/dhr
- Illinois Attorney General
illinoisattorneygeneral.gov/victims/index.html
800-228-3368 (Voice/TTY)
- Kansas Coalition Against Sexual and Domestic Violence Crisis Hotline:
1-888-363-2287
kcsdov.org/ksresources.html
- Kansas City Metropolitan Organization to Counter Sexual Assault 24 Hour Crisis Line:
816-531-0233, 913-642-0233
mccsa.org/
- Kansas Attorney General Victim Services Division
120 SW 10th Ave., 2nd Floor Topeka, KS 66612
1-800-828-9745
ag.ks.gov/victim-services
- Minnesota Department of Human Rights
190 East 5th Street, Suite 700
St. Paul, MN 55101
1-800-657-3704 • 651-296-5663
TTY 651-296-1283
Website: humanrights.state.mn.us/
- Office of Justice Programs
Minnesota Department of Public Safety
651-201-7310 • 800-247-0390
Website: ojp.state.mn.us
- Human Rights Division
North Dakota Department of Labor and Human Rights
600 East Boulevard Ave., Dept 406
Bismarck ND 58505-0340
Phone: (701) 328-2660
ND In-state toll-free: 1-800-582-8032
TTY (Relay ND): 1-800-366-6888 or 1-800-366-6889
Fax: (701) 328-2031
<http://www.nd.gov/labor/human-rights/index.html>
- North Dakota Council on Abused Women's Services
CAWS North Dakota
525 N. 4th St. Bismarck, ND 58501
701-255-6240
www.ndcaws.org/
- Wisconsin Office of Crime Victim Services
Wisconsin Victim Helpline: (800) 446-6564
Fax: (608) 264-6368
Website: doj.state.wi.us/ocvs/office-crime-victim-services
9. The campus administration will inform victims of their rights under the Crime Victims Bill of Rights, including the right to assistance from the Office of the Crime Victim Ombudsman and the Crime Victims Reparations Board. For further information refer to the Office of the Crime Victim Ombudsman website at ojp.state.mn.us/ 651-642-0550 or the Crime Victims Reparations Board website at ojp.state.mn.us/MCCVS/ 651-282-6256.
- Nothing in this policy shall prevent the complainant or the respondent from pursuing formal legal remedies or resolution through state or federal agencies or the courts.
- Drug-Free School and Workplace**
In accordance with the Drug-Free Schools and Communities Act (34 CFR Part 85), Rasmussen College campuses are hereby declared a drug-free college and workplace. For more information visit The U. S. Department of Education's Higher Education Center for Alcohol and Other Drug Prevention website at www.edc.org/.

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

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

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

In compliance with the law, the College will make a good faith effort to maintain a drug-free College through implementation of the preceding policy and will establish and maintain a drug-free and alcohol awareness program. Upon enrollment and on an annual basis, students will receive a copy of the Rasmussen College Drug-Free Schools and Workplace policy, list of applicable sanctions under federal, state, or local laws, description of health risks, list of drug and alcohol programs that are available, and list of imposed disciplinary sanctions for students.

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

Drugs and alcohol are highly addictive and injurious to the person and can cause harmful effects to virtually every aspect of a person's life, e.g., relationships, family, job, school, physical, and emotional health. People who use drugs and alcohol may lose their sense of responsibility, become restless, irritable, paranoid, depressed, inattentive, anxious, or experience sexual indifference, loss of physical coordination and appetite, go into a coma, experience convulsions, or even death.

Persons who use drugs and alcohol not only face health risks, but their ability to function in their personal and professional lives can be impaired as well. Some examples of this are a hangover, or a feeling of being "burnt out," being preoccupied with plans for the next drink or "high", or slowed reflexes that can be especially dangerous while driving.

There are danger signals that could indicate when someone is in trouble with drugs or alcohol:

- inability to get along with family or friends
- uncharacteristic temper flare-ups
- increased "secret" type behavior
- abrupt changes in mood or attitude
- resistance to discipline at home or school
- getting into a "slump" at work or school
- increased borrowing of money
- a complete set of new friends

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

Drug Abuse Policy

Rasmussen College is committed to providing a safe, drug-free environment for its students and employees, based on our concern for the safety, health and welfare of our students and their families, as well as our employees and the community. The organization also wishes to protect its business from unnecessary financial loss due to drug or other intoxicant use among its students and employees.

Consistent with this commitment, Rasmussen College strictly prohibits:

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

Rasmussen College has the right to:

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

Tobacco Use Policy

Smoking and tobacco use is prohibited at all facilities owned, leased and/or controlled by Rasmussen College, including campuses, office buildings and grounds. This includes, but is not limited to, common work areas, classrooms, labs, elevators, hallways, restrooms, employee lounges, student lounges, library, parking lots, plazas, courtyards, entrance and exit ways, and any other areas of the campus grounds. This policy applies to all faculty, staff, students and visitors.

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

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

Personal possession of tobacco products inside a pocket, handbag or other storage container where the product is not visible is allowed.

Anyone found to be in violation of the Tobacco Use Policy will be subject to discipline in accordance with the applicable conduct and discipline policy. Visitors may be asked to leave the premises.

Weapons Policy

Rasmussen College prohibits the possession of weapons of any kind inside campus buildings. Prohibited items include but are not limited to firearms, BB/pellet guns, slingshots, paint guns, arrows, swords and knives other than cooking utensils and utility/pocket knives with a blade length of 3 inches or less. Prohibited items include weapons that are loaded or unloaded, functioning or non-functioning, and anything that could be perceived as a weapon, including toys and weapons used for decorative, display and/or simulation purposes. This policy applies to all staff, faculty, students and visitors with the exception of licensed peace officers and law enforcement/security agents as allowed by applicable statute. The approved storage and use of weapons for training purposes as part of a School of Justice Studies program is permitted. This policy

includes both campus buildings and offsite events sponsored and controlled by the College including graduation ceremonies, internships, and clinical sites. This policy does not include Rasmussen College parking lots, where weapons are allowed to be stored in private vehicles unless prohibited by a separate parking facility owner or operator. Rasmussen policy defers to agency/site-specific rules regarding School of Justice Studies training facilities.

Family Educational Rights and Privacy Act (FERPA)

Amended 10/01 to include the USA Patriot Act
The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the institution receives a request for access. Students should submit to the registrar, business office, or other appropriate official, written requests that identify the record(s) they wish to inspect. The institution will make arrangements for access and notify the student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's educational records that the student believes are inaccurate or misleading. Students may ask the institution to amend a record that they believe is inaccurate or misleading. They should write the Campus Director, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

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

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the institution in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the institution has contracted (such as an attorney, auditor, or collection agent); or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to disclose – without the written consent or knowledge of the student or parent – personally identifiable information from the student's education records to the Attorney General of the United States or to his/her designee in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes specified in sections 2332b(g)(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. Notification requirements nor recordation 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 and 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 to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC, 20202-4605.

Educational Records Definition

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

Directory Information

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

Directory Information includes: Student's name, date of birth, address(es); Rasmussen College issued student email address; course of study; extracurricular activities; degrees and/or awards received; last school attended; dean's list or equivalent; attendance status (full-time, part-time) and dates of attendance (the period of time a student attends or attended Rasmussen College not to include specific daily records of attendance).

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

ACADEMIC INFORMATION AND COLLEGE POLICIES

Academic Appeals and Grievance Policy

Rasmussen College broadly recognizes the rights of internal and external people or entities that have dealings with the College to present a complaint through an impartial procedure. The Academic Appeal Procedure must be used for a complaint regarding a final grade or program-specific academic policy. All other complaints follow the Grievance Procedure.

For purposes of this policy, the following terms are defined: "complainant" is the aggrieved person or entity that has dealings with the College; "grievance" is an expressed feeling of dissatisfaction held by a complainant regarding an action taken by the College or by members of the College community; "student" means a current student.

Complainants are assured that no adverse action will be taken by the College or any of its representatives for registering an academic appeal or grievance. The College will investigate and attempt to resolve each academic appeal and grievance made under this policy.

Academic Appeal Procedure

The following procedure must be followed for a grade appeal or appeal regarding a program-specific academic policy:

- The student must submit a written appeal to their instructor's "@rasmussen.edu" email address. Grade appeals must be submitted within five business days after grades have been posted to the student's record. Appeals related to a program-specific academic policy must be submitted within ten business days.
 - Please note the instructor's "@rasmussen.edu" email address can be found in the course syllabus and is different from "course mail."
 - The written appeal must include a detailed explanation as to why an appeal should be considered, and must clearly state the student's desired outcome (e.g., that a new grade should be assigned, or that the student is willing to resubmit work or repeat the course).
 - The instructor will consider the appeal and respond to the student via email within seven business days from the date the appeal was submitted.
- If the student is unsatisfied with the instructor's decision and desires to pursue the appeal further, a formal appeal request may be submitted to the academic or nursing dean by completing the Rasmussen College Academic Appeal Request Form.
 - A copy of this form and contact information for the academic or nursing dean can be obtained from the student's advisor.
 - The form can be completed electronically or by hand and emailed or submitted in person.
 - The Academic Dean or Nursing Dean will consider the appeal and will respond to the student via email within seven business days from the date the appeal form was submitted.
- If the student is unsatisfied with the Academic Dean or Nursing Dean's decision and desires to pursue the appeal further, the student may appeal to the Academic Appeals Committee. Such an appeal can be submitted to the Academic Appeal inbox at student.appeals@rasmussen.edu, and must include the following: a statement of appeal, all related documentation, and a completed copy of the Academic Appeal Request Form. A response will be provided to the student from the committee chairperson within 30 business days of receipt. All committee decisions are final.

Grievance Procedure

The following grievance procedure should be followed by the complainant:

- The complainant should first make a reasonable effort to resolve the grievance directly with the person or entity he/she feels caused his/her complaint.

- If after this reasonable effort, the grievance has not been resolved to the complainant's satisfaction, a request for further action should be made in a detailed writing to the Campus Director within ten business days of the grievance. The Campus Director will initiate an investigation within ten business days of receiving the written grievance, and will then attempt to resolve the matter and will issue a decision to the complainant.
- If a complainant desires to further appeal a decision, a written statement must be submitted to the Vice President of Student Affairs within 15 business days of the Campus Director's decision. A response will be given within 30 business days.

A record of each grievance and academic appeal, including its nature and disposition, shall be maintained, for all programs, by the College.

Complainants and students may also contact:

- Commission for Independent Education, Florida Department of Education, 325 West Gaines Street, Suite 1414, Tallahassee, Florida 32399; Phone: 888-224-6684
- Illinois Board of Higher Education, 431 East Adams, Second Floor, Springfield, IL 62701; Phone: 217-782-2551
- Kansas Board of Regents, 1000 SW Jackson Street, Suite 520, Topeka, KS 66612; Phone: 785-296-3421
- Minnesota Office of Higher Education, 1450 Energy Park Drive, Suite 350, St. Paul, MN 55108; Phone: 651-642-0533
- North Dakota University System, 1815 Shafer Street, Suite 202, Bismarck, ND 58501-1217; Phone: 701-328-2960
- State of Wisconsin Educational Approval Board, 431 Charmany Drive, Suite 102, Madison, WI 53719; Phone: 608-266-1996
- The Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604; Phone: 800-621-7440 or 312-263-0456, www.hlcommission.org

Disclosure Policy

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

Rasmussen College is currently authorized or licensed* to operate in: Alabama, Arkansas, Delaware, Florida, Illinois, Indiana, Iowa, Kansas, Minnesota, Missouri, North Dakota, Wisconsin, and Wyoming. Rasmussen College will continue to monitor developments in state laws in each state in which it enrolls students and, if authorization or licensure is or becomes necessary, will work to obtain such additional approvals.*

Alabama Residents: School of Education

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

STATE CONTACT INFORMATION FOR STUDENT COMPLAINTS

ALABAMA

Alabama Commission on Higher Education
P.O. Box 302000
Montgomery, AL 36130
ache.state.al.us/federal-reg.pdf

Alabama Department of Postsecondary Education
P.O. Box 302130
Montgomery, AL 36130
accs.cc/complaintform.aspx

ALASKA

Alaska Commission on Postsecondary Education
PO Box 110505
Juneau, AK 99811
EED.ACPE-IA@alaska.gov
akadvantage.alaska.gov/EDUCATOR-SCHOOL/Postsecondary_Institutions/Consumer_Protection.aspx

ARIZONA

Arizona State Board for Private Postsecondary Education
1400 West Washington Street, Room 260
Phoenix, AZ 85007
azpssc.gov/student_info/compliance.asp

ARKANSAS

Arkansas Higher Education Coordinating Board
Arkansas Department of Higher Education
114 East Capitol Ave.
Little Rock, AR 72201
ADHE_info@adhe.edu
adhe.edu/SiteCollectionDocuments/AcademicAffairsDivision/Delores/APPENDIX%20J%20Student%20Grievance%20complaint%20process%2020new.pdf

Arkansas State Board of Private Career Education
501 Woodlane, Suite 312S
Little Rock, AR 72201
sbpcce@arkansas.gov
sbpcce.arkansas.gov/students/Pages/complaintProcess.aspx

CALIFORNIA

Approved Institutions:
California Bureau of Private Postsecondary Education
P.O. Box 980818, West Sacramento, CA 95798
bppe@dca.ca.gov
bppe.ca.gov/forms_pubs/complaint.pdf

Exempt Institutions:
Attorney General's Office
California Department of Justice
Attn: Public Inquiry Unit
P.O. Box 9044255
Sacramento, CA 94244
ag.ca.gov/contact/complaint_form.php?cmplt=PL

COLORADO

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

CONNECTICUT

Connecticut Office of Financial and Academic Affairs for Higher Education
61 Woodland Street
Hartford, CT 06105
860-947-1800,
info@ctdhe.org
Non-degree institutions: ctdhe.org/POSA/pdf/CP2ComplaintForm.pdf

Connecticut Department of Consumer Protection
165 Capitol Avenue, Room 110
Hartford, CT 06106
trade.practices@ct.gov
ct.gov/dcp/lib/dcp/Consumer_Statement_CPRF-2.pdf
Consumer Complaint Hotline: 800-842-2649

DELAWARE

Delaware Higher Education Office
Carvel State Office Building, 5th Floor,
820 North French Street
Wilmington, DE 19801
dheo@doe.k12.de.us

Delaware Attorney General
Consumer Protection Wilmington:
820 North French Street 5th floor
Wilmington, DE 19801
consumer.protection@state.de.us

DISTRICT OF COLUMBIA

District of Columbia Office of the State Superintendent of Education
Education Licensure Commission
810 First Street, NE, 9th Floor
Washington, DC 20002
osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/complaint_form_4_11.pdf

FLORIDA

Florida Commission for Independent Education
325 West Gaines Street, Suite 1414
Tallahassee, FL 32399-0400
fldoe.org/cie/complaint.asp

GEORGIA

Georgia Nonpublic Postsecondary Education Commission
2082 Easy Exchange Pl. #220
Tucker, GA 30084
www.gnpsec.org
rules.sos.state.ga.us/docs/392/5/06.pdf

HAWAII

Hawaii State Board of Education
P.O. Box 2360
Honolulu, HI 96804
ocp@dcca.hawaii.gov
hawaii.gov/dcca/ocp/consumer_complaint

IDAHO

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

ILLINOIS

Board of Higher Education
Illinois Board of Higher Education
431 East Adams, 2nd Floor
Springfield, IL 62701
info@bhe.org
Institutional Complaint Hotline: 217-557-7359

INDIANA

Indiana Board for Proprietary Education
Attn: Director of Regulatory Compliance
302 West Washington Street, Room E201
Indianapolis IN 46204
in.gov/cbe/2744.htm
Department of Workforce Development, Office of Career and Technical Schools
Complaint Adjudicator
DWD/Office of Career and Technical Schools
10 North Senate Avenue, Suite 203
Indianapolis, IN 46204
in.gov/dwd/files/StudentComplaintForm.pdf

IOWA

Iowa Student Aid Commission
603 East 12th Street, 5th Floor
Des Moines, IA 50319
info@iowacollegeaid.gov
<https://www.iowacollegeaid.gov/content/constituent-request-review>

KANSAS

Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, KS 66612
kansasregents.org/resources/PDF/524-ComplaintProcedureandForm.pdf

KENTUCKY

Kentucky Council on Postsecondary Education
1024 Capital Center Dr. #320
Frankfort, KY 40601
sarah.levy@ky.gov
Kentucky Commission on Proprietary Education
911 Leawood Drive
Frankfort, KY 40601
bpe.ky.gov/Applications%20and%20Forms/Form%20to%20File%20a%20Complaint.pdf
Office of the Attorney General
Capitol Suite 118, 700 Capitol Avenue,
Frankfort, KY 40601
consumer.protection@ag.ky.gov
ag.ky.gov/civil/consumerprotection/complaints/Lists/consumer_complaint/form.aspx

LOUISIANA

Louisiana Attorney General Office
Consumer Protection Section
P.O. Box 94005
Baton Rouge, LA 70804
ConsumerInfo@ag.state.la.us
1-800-351-4889, 225-326-6465
ag.state.la.us/Complaint.aspx?articleID=16&catID=15
Secondarily, complaints may also be sent to:
Louisiana Board of Regents
Attn: Nancy Beall or Dr. Larry Tremblay
P.O. Box 3677
Baton Rouge, LA 70821
regents.louisiana.gov/assets/docs/ProprietarySchools/StudentComplaintProcedure.pdf

ACADEMIC INFORMATION AND COLLEGE POLICIES

MAINE

Maine Department of Education
Harry Osgood - Complaints
23 State House Station
Augusta, ME 04333
harry.osgood@maine.gov

Maine Attorney General, Consumer Protection Division
6 State House Station
Augusta, ME 04333
maine.gov/ag/consumer/complaints/
complaint_form.shtml

MARYLAND

Maryland Higher Education Commission
6 North Liberty Street, 10th Floor
Baltimore, MD 21201
410-767-3388
mhcc.state.md.us/higherEd/acadAff/
MHECStudentComplaintProcess.pdf

Office of the Attorney General, Consumer Protection Division
200 St. Paul Place
Baltimore, MD 21202
Consumer Protection Hotline: 410-528-8662
consumer@oag.state.md.us
oag.state.md.us/Consumer/complaint.htm

MASSACHUSETTS

Massachusetts Board of Higher Education
One Ashburton Place
Room 1401
Boston, MA 02108
mass.edu/forstudents/complaints/
complaintprocess.asp

Massachusetts Division of Professional Licensure,
Office of Private Occupational School Education
1000 Washington Street
Boston, MA 02118
mass.gov/ocabr/docs/dpl/complaint.pdf

MICHIGAN

Michigan Department of Licensing and Regulatory Affairs, Bureau of Commercial Services, Licensing Division
Proprietary School Unit Staff
201 North Washington Square
Lansing, MI 48913
michiganps.net/complaint.aspx

MINNESOTA

Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108
ohe.state.mn.us/mPg.cfm?pageID=1078

MISSISSIPPI

Mississippi Commission on College Accreditation
3825 Ridgewood Road
Jackson, MS 39211-6453
mississippi.edu/mcca/downloads/
studentcomplaintform.pdf

Mississippi Commission of Proprietary Schools and College Registration
3825 Ridgewood Road
Jackson, MS 39211-6453
sbjcc.ms.us/pdfs/pg/PSComplaintForm.pdf
Consumer Protection Division, Office of the Attorney General
P.O. Box 22947
Jackson, MS 39225-2947
ago.state.ms.us/index.php/contact (email)
ago.state.ms.us/images/uploads/forms/
MSAGO_Complaint_Form.pdf

MISSOURI

Missouri Department of Higher Education
205 Jefferson Street
P.O. Box 1469
Jefferson City, MO 65102-1469
Phone: (573) 751-2361
http://dhe.mo.gov/

MONTANA

Montana Board of Regents
Office of Commissioner of Higher Education
Montana University System
2500 Broadway Street
P.O. Box 203201
Helena, MT 59620-3201

Montana Office of Consumer Protection
2225 11th Avenue
P.O. Box 200151
Helena, MT 59620-0151
contactocp@mt.gov
doj.mt.gov/wp-content/uploads/2011/05/
complaintform3.pdf

NEBRASKA

Nebraska Coordinating Commission for Postsecondary Education
P.O. Box 95005
Lincoln, NE 68509-5005

Nebraska Attorney General, Consumer Protection Division
2115 State Capitol
Lincoln, NE 68509
ago.state.ne.us/consumer/emailforms/
consumer_complaint.htm
Consumer Protection Hotline: 800-727-6432

Nebraska Department of Education, Private Postsecondary Career Schools Investigations Office
301 Centennial Mall South
P.O. Box 98987
Lincoln, NE 68509-4987
education.ne.gov/PPCS/PDF%20Folders/PDF%20Documents/PPCS%20Forms/Complaint-form.pdf

NEVADA

Nevada Commission on Postsecondary Education
3663 East Sunset Road, Suite 202
Las Vegas, NV 89120
cpe.state.nv.us/CPE%20Complaint%20Info.htm

NEW HAMPSHIRE

New Hampshire Department of Education
Stephen Berwick, Coordinator, Dispute Resolution, and Constituent Complaints
101 Pleasant Street
Concord, NH 03301
603-271-2299
stephen.berwick@doe.nh.gov

NEW JERSEY

Secretary of Higher Education
New Jersey Higher Education
P.O. Box 542
Trenton, NJ 08625
nj_che@che.state.nj.us
New Jersey Division of Consumer Affairs
124 Halsey Street
Newark, NJ 07102
nj.gov/oag/ca/complaint/ocp.pdf
New Jersey Department of Labor and Workforce Development
1 John Fitch Plaza, P.O. Box 110
Trenton, NJ 08625
schoolapprovalunit@dol.state.nj.us
lwd.dol.state.nj.us/labor/forms_pdfs/coei/SAU/
Conflict%20Resolution%20Questionnaire.pdf

NEW MEXICO

New Mexico Higher Education Department
2048 Galisteo Street
Santa Fe, NM 87505
hed.state.nm.us/Complaint_3.aspx

NEW YORK

Office of College and University Evaluation
New York Office of College and University Evaluation
New York State Education Department
5 North Mezzanine, Albany, NY 12234
ocueinfo@mail.nysed.gov
highered.nysed.gov/locue/spr/COMPLAINT
FORMINFO.html

New York Bureau of Proprietary School Supervision
New York State Education Department
99 Washington Avenue, Room 1613 OCP
Albany, NY 12234
acces.nysed.gov/bpsps/students/documents/
ComplaintForm.pdf
acces.nysed.gov/bpsps/students/disclos.htm

NORTH CAROLINA

Board of Governors for the University of North Carolina
Postsecondary Education Complaints
c/o Assistant Director of Licensure and Workforce

University of North Carolina General Administration
910 Raleigh Road
Chapel Hill, NC 27514
studentcomplaint@northcarolina.edu
ncdoj.gov/getdoc/59be4357-41f3-4377-b10f-3e8bd532da5f/Complaint-Form.aspx
See also: northcarolina.edu/jaa_planning/licensure/resources.htm

Community College System Office of Proprietary Schools
North Carolina Community College System Office of Proprietary Schools
200 West Jones St.
Raleigh, NC 27603
nccommunitycolleges.edu/Proprietary_Schools/
docs/PDFFiles/StdtComplForm.pdf

NORTH DAKOTA

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

North Dakota Consumer Protection Division
Office of Attorney General
Parrell Grossman, Director,
Consumer Protection Division
701-328-5570
Gateway Professional Center,
1050 East Interstate Avenue Suite 200
Bismarck, ND 58503
ag.state.nd.us/cpat/PDFFiles/SFN7418.pdf

OHIO

Ohio Board of Regents
30 East Broad Street, 36th Floor
Columbus, OH 43215
Ohio Attorney General, Consumer Protection Section
30 East Broad Street, 14th floor
Columbus, OH 43215
ohioattorneygeneral.gov/consumercomplaint

Ohio State Board of Career Colleges and Schools
30 East Broad Street, Suite 2481
Columbus, OH 43215
scr.ohio.gov/ConsumerInformation/
FilingaComplaint.aspx

OKLAHOMA

Oklahoma State Regents for Higher Education
655 Research Parkway, Suite 200
Oklahoma City, OK 73104

Oklahoma Office of the Attorney General, Consumer Protection Unit
Attn: Investigative Analyst
313 NE 21st Street
Oklahoma City, OK 73105
oag.state.ok.us/oagweb.nsf/ccomp.html

Oklahoma State Board of Private Vocational Schools
3700 Classen Boulevard, Suite 250
Oklahoma City, OK 73118

OREGON

Oregon Higher Education Coordinating Commission
1500 Valley River Drive, Suite 100
Eugene, OR 97401

Oregon Attorney General
Financial Fraud/Consumer Protection Section
1162 Court Street NE
Salem, OR 97301
doj.state.or.us/finfraud/pdf/concompform.pdf

Oregon Department of Education,
Private Career Schools Office
255 Capitol Street NE
Salem, OR 97310
ode.state.or.us/search/page/?id=325

PENNSYLVANIA

Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126
education.state.pa.us/portal/server.pt/
community/higher_education/8711/
complaint_procedure/1004474

Office of Attorney General, Bureau of Consumer Protection
14th Floor, Strawberry Square
Harrisburg, PA 17120
attorneygeneral.gov/uploadedFiles/
Complaints/BCP_Complaint_Form.pdf

PUERTO RICO

Puerto Rico Council on Higher Education
P.O. Box 1900
San Juan, PR 00910
Puerto Rico Department of Justice
P.O. Box 9020192
San Juan, PR 00902

RHODE ISLAND

Rhode Island Board of Governors for Higher Education
Shepard Building, 80 Washington Street
Providence, RI 02903

Rhode Island Department of Attorney General,
Consumer Protection Unit
150 South Main Street
Providence, RI 02903
riag.state.ri.us/documents/consumer/
ConsumerComplaintForm.pdf
ribghe.org/8a1031912.pdf

SOUTH CAROLINA

South Carolina Commission on Higher Education
1122 Lady Street, Suite 300
Columbia, SC 29201
803-737-3918
che.sc.gov/AcademicAffairs/License/
Complaint_procedures_and_form.pdf

SOUTH DAKOTA

South Dakota Secretary of State Jason M. Gant
State Capitol 500 East Capitol Avenue
Pierre, SD 57501
sdsos@state.sd.us

South Dakota Office of Attorney General,
Division of Consumer Protection
1302 East Hwy 14 Suite 3
Pierre, SD 57501
atg.sd.gov/Consumers/HandlingComplaints/
ConsumerComplaintForm.aspx

TENNESSEE

Tennessee Higher Education Commission
404 James Robertson Parkway, Suite 1900
Nashville, TN 37243
tn.gov/thecc/Divisions/LRA/PostsecondaryAuth/
Complaint%20Form.rtf

TEXAS

Higher Education Coordinating Board
Texas Higher Education Coordinating Board
1200 East Anderson Lane
Austin, TX 78752

Office of the Attorney General Consumer Protection Division
PO Box 12548
Austin, TX 78711
oag.state.tx.us/consumer/complaintform.pdf

Texas Workforce Commission
Career Schools and Colleges - Room 226-T
101 East 15th Street
Austin, TX 78778
twc.state.tx.us/svcs/propschools/ps401a.pdf
Additional complaint information is available at
twc.state.tx.us/svcs/propschools/problem-school.html

UTAH

Utah Division of Consumer Protection
160 East 300 South
Salt Lake City, UT 84111
consumerprotection@utah.gov
http://consumerprotection.utah.gov/
complaints/index.html

VERMONT

Vermont Department of Education, State Board of Education
120 State Street
Montpelier, VT 05620
education.vermont.gov/new/
pdfdoc/pgm_postsecondary/EDU-
Complaint_Resolution_Statement_for
Postsecondary_Education_Matters.pdf
Vermont Attorney General's Office
109 State Street
Montpelier, VT 05609

VIRGINIA

State Council of Higher Education for Virginia
101 North 14th Street, James Monroe Building
Richmond, VA 23219
communications@schev.edu
schev.edu/students/studentcomplaint.asp

ACADEMIC INFORMATION AND COLLEGE POLICIES

WASHINGTON

Washington Student Achievement Council
917 Lakeridge Way, P.O. Box 43430
Olympia, WA 98504
dainfo@wsac.wa.gov
wsac.wa.gov/ConsumerProtection

Washington Workforce Training and Education Coordinating Board
128 10th Avenue SW
PO Box 43105
Olympia, WA 98504
workforce@wtb.wa.gov
wtb.wa.gov/PCS_Complaints.asp (instructions)

WEST VIRGINIA

West Virginia Higher Education Policy Commission
1018 Kanawha Blvd East, Suite 700
Charleston, WV 25301

West Virginia Office of the Attorney General Consumer Protection Division
P.O. Box 1789
Charleston, WV 25326
wvago.gov/pdt/general-consumer-complaint-form.pdf

Community and Technical College System of West Virginia
1018 Kanawha Blvd. East, Suite 700
Charleston, WV 25301

WISCONSIN

Wisconsin Educational Approval Board
431 Charmany Drive, Suite 102
Madison, WI 53719
eabmail@eab.wisconsin.gov
http://eab.state.wi.us/

WYOMING

Wyoming Department of Education
2300 Capitol Avenue, Hathaway Building, 2nd Floor
Cheyenne, WY 82002

Attorney General's Office
123 Capitol Building, 200 West 24th Street
Cheyenne, WY 82002

*This list includes contact information for all 50 states, the District of Columbia, and Puerto Rico and should not be construed as informative of what agencies regulate the institution or in what states the institution is licensed or required to be licensed. States, through the relevant agencies or Attorney Generals Offices, will accept complaints regardless of whether an institution is required to be licensed in that state.

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, and 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 disbursed 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.

REFUNDS**Florida and Kansas 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 cases where the notice is hand carried, it shall occur on the date the notice is delivered to the College.

- Notwithstanding anything to the contrary, if a student gives written notice of cancellation following written acceptance by the College and prior to the start of the period of instruction for which he/she has been charged ("Period of Instruction"), all tuition and fees paid will be refunded. All prepaid tuition is refundable.
- If a student has been accepted by the College and gives written notice of cancellation or termination after the start of the Period of Instruction for which they have been charged, but before completion of 60% of the Period of Instruction, the amount charged for tuition for the completed portion of the Period of Instruction shall not exceed the pro rata portion of the total charges for tuition that the length of the completed portion of the Period of Instruction bears to its total length. After the completion of 60% of the Period of Instruction, no refund will be made.
- Student refunds are made 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.

The State of Minnesota and State of Wisconsin 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 cases where the notice is hand carried, it shall occur on the date the notice is delivered to the College.
- Notwithstanding anything to the contrary, if a student gives written notice of cancellation following written acceptance by the College and prior to the start of the period of instruction for which he/she has been charged ("Period of Instruction"), all tuition and fees paid will be refunded. All prepaid tuition is refundable.
- If a student has been accepted by the College and gives written notice of cancellation or termination after the start of the Period of Instruction for which they have been charged, but before completion of 60% of the Period of Instruction the amount charged for tuition, for the completed portion of the Period of Instruction shall not exceed the pro rata portion of the total charges for tuition that the length of the completed portion of the Period of Instruction bears to its total length. After the completion of 60% of the Period of Instruction, no refund will be made.
- Student refunds are made 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.

The State of North Dakota Cancellation,**Termination, Refund Policy**

Rasmussen College shall refund tuition and other charges when written notice of cancellation is given by the student, in accordance with the following schedule:

- When notice is received prior to, or within seven days after completion of the first day of instruction, all tuition and other charges must be refunded to the student.
- When notice is received prior to, or within thirty days after completion of the first day of instruction, or prior to the completion of one-fourth of the educational services, all tuition and other charges except 25% thereof must be refunded to the student.
- When notice is received upon or after completion of one-fourth of the educational services, but prior to the completion of one-half of the educational services, all tuition and other charges except 50% thereof must be refunded to the student.
- When notice is received upon or after the completion of fifty percent of the educational services, no tuition or other charges may be refunded to the student.
- Student refunds are made within 45 days of the date of determination of withdrawal if the student does not provide the school with notice of withdrawal.
- The refund policy is not linked to compliance with the College's regulations or rules of conduct.
- The provisions of this section do not prejudice the right of any student to recovery in an action against any postsecondary educational institution for breach of contract or fraud.

Cancellation and Refund Policy for Missouri Residents:

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

- If cancellation occurs within three days of initial enrollment, excluding Saturdays, Sundays and holidays, any money paid by the prospective student shall be refunded.
- If cancellation occurs after three days of initial enrollment, standard cancellation and refund policies as specified in this catalog will apply

Return of Title IV Funds Policy

If a student withdraws or is expelled, they need to visit with the Campus Director or 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 or Dean.

Rasmussen College uses the state-mandated refund policy to determine the amount of institutional charges it can retain. The federal formula dictates the amount of Federal Title IV aid that must be returned to the federal government 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 remaining in the quarter by the number of total calendar days in the quarter. Scheduled breaks of five or more consecutive days are excluded. If funds are released to a student because of a credit balance on the student's account, the student may be required to repay some of the federal grants if they withdraw. The federal return of Title IV funds formula calls for a second calculation, similar to the one outlined above, where the school determines

the percentage and amount of tuition which was unearned. The school compares the unearned tuition with the unearned Title IV aid, and returns the lesser of these two amounts.

A student withdrawing from school may be eligible for post-withdrawal disbursements according to federal regulations.

A post-withdrawal disbursement occurs when a student who withdraws earned more aid than had been disbursed prior to the withdrawal. Postwithdrawal disbursements are made first from available grant funds before available loan funds and must be done within 45 days of the school's determination that the student withdrew.

In addition, loan post-withdrawal disbursements must be done within 180 days of the school's determination that the student withdrew. Rasmussen College credits 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.

The letter explains the type and amount of fund available and explains to the student the option to accept or decline all or part of the monies. A 14-day response time is given to the student for their decision.

If no response is received within the 14 days, the remaining post-withdrawal disbursement is cancelled.

Federal regulations dictate the specific order in which funds must be repaid to the Title IV programs by both the school and the student, if applicable. Rasmussen College follows this mandate by refunding monies in the following sequence: Unsubsidized Stafford Loans, Subsidized Stafford Loans, and PLUS Loans, Pell Grant, FSEOG, and then other Title IV programs. Rasmussen College uses the software and printed worksheets provided by the U.S. Department of Education to document the Return of Title IV Funds Calculation along with the Post-Withdrawal Disbursement Tracking Sheet.

Exit Interviews

Students contemplating the termination of their education at Rasmussen College should contact the Dean, Campus Director, or Advisor.

All students graduating or withdrawing are required to attend a mandatory exit interview. During this interview, students receive information regarding their loan(s) including address and telephone numbers of lenders, deferment requests, a list of qualifications, a sample repayment guide, loan consolidation information, and review of loan terms. Academic and financial aid files are not complete until both exit interviews have been completed.

The Advisor is available for assistance for the duration of your student loan. Rasmussen College reserves the right to withhold the release of academic information, and other records, pending settlement of any amount due to the College.

Extended Quarter Break Stop-Out Policy

Rasmussen College encourages students to remain continuously enrolled in their program through graduation. Rasmussen College recognizes that, on occasion, a student may experience an extraordinary personal situation for which the student may need an extended break between quarters. A student with an extenuating circumstance may apply for the Extended Quarter Break Stop-Out. Students who are enrolled and meeting the standards of Satisfactory Academic Progress at the end of one quarter may apply for an extended break in Term/Session 1 of the following quarter. The student must successfully complete Term/Session 2 immediately prior to the Stop-Out quarter. The student must commit to returning for Term/Session 2 of the quarter in which the Extended Quarter Break Stop-Out is requested or the student will be withdrawn from Rasmussen College. Students who are receiving Title IV funding must be scheduled to take at least six credits in Term/Session 2 of the Extended Quarter Break Stop-Out quarter. The student must meet with his or her Advisor in order to obtain a Stop-Out Request Form. The Advisor will provide the student with

ACADEMIC INFORMATION AND COLLEGE POLICIES

the necessary information to make an informed decision. Stop-Out Request Forms must be signed on or before the last business day to drop courses in the quarter for which the Extended Quarter Break Stop-Out is being requested. Students will remain continuously enrolled and will not be eligible to receive financial aid at any other institution during this break. Students who are approved to take an Extended Quarter Break Stop-Out are eligible to receive aid only for the Term/Session 2 courses of the quarter in which the student returns.

Military Leave and Refund

Rasmussen College supports its students who are also members of the armed forces. Military service members who are given official orders to deploy for state or federal needs, as well as their spouses, who cannot complete the academic quarter due to the deployment may withdraw without penalty from any or all classes in which they are enrolled, even if the established deadline for withdrawal has passed. These students are entitled to a full refund of tuition and mandatory fees for the term, subject to applicable laws governing federal or state financial aid programs and allocation or refund as required under those programs. The student will receive a grade of WX. Any tuition refund will be calculated according to federal guidelines, and any remaining balance will be returned in accordance with the student's Excess Funds Form (completed upon enrollment). Students in good standing who withdraw under this policy may be readmitted and reenroll under the catalog that is current at the time of re-enrollment, without penalty or redetermination of admission eligibility, within one year following their release from active military service. Programs with specialized admissions requirements are excluded from this policy; students must meet those additional requirements at the time of re-enrollment.

Medical Leave of Absence and Medical Withdrawal Policy

Medical Leave: Each leave will be for one quarter and can be extended through the following quarter. No leave may extend for more than two consecutive quarters, although there is no limit to the total number of quarters that a student may accumulate.

Medical leave is intended for students who need to take time away from Rasmussen College for health reasons and who, for medical reasons, are unable to complete the term in which they are currently enrolled.

Medical Withdrawals may be one of the following:

1. **Medical Withdrawal:** Intended for students who do not plan to return to Rasmussen College.
2. **Involuntary Medical Withdrawal:** Initiated by Campus Administration for students who are suspended or are dismissed due to conduct policy violations, or who pose a direct threat to themselves or others.

Students are treated as a drop/withdrawal for Financial Aid purposes and may end up owing a tuition balance. Students should see their Advisor to determine the impact of a Medical Leave or Withdrawal.

Applying for a Leave or Withdrawal:

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

- The student cannot remain enrolled in the quarter/term/session that the leave begins.

- Important note: If the student is currently enrolled for the quarter/term/session in which their requested leave is to begin, it is their responsibility to drop/withdraw from their classes.

When a Student Wants to Return After a Medical Leave of Absence

To return from Medical Leave, the student must contact the Campus Accommodations Coordinator prior to the first day of the quarter/

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

Policy Regarding Grades in the Event of a Medical Leave of Absence or Medical Withdrawal

1. If the student takes Medical Leave or a Medical Withdrawal on or before the close of the drop/add period the course(s) will be dropped without being recorded on the student's transcript and tuition will not be charged.
2. A grade of "WX" will be recorded for each course for which a student was registered if the student takes Medical Leave or Medical Withdrawal from the College at any time following the course drop period of the quarter.
3. If a student completes any Term 1 5.5-week course(s) or Session 1 6-week course(s) but then has to take a Medical Leave in Term 2 or Session 2, the letter grades they earned for those courses will remain on their transcript.

NOTE: Official transcripts will not be released by Rasmussen College until all outstanding financial obligations have been met.

The usual rules for transferring credit to Rasmussen College for courses taken elsewhere while on leave will apply to any academic work done by the student while on Medical Leave or while on Medical Withdrawal from the College.

All academic probations, warnings and dismissals take precedence over any Medical Leaves or Medical Withdrawals. If a student is already on probation or is placed on probation while on leave, the conditions of his or her probation are continued to the quarter in which he or she returns to the College.

Involuntary Medical Withdrawal Appeal Process

A student who is placed on an Involuntary Medical Withdrawal may appeal the decision to the College President within three (3) business days (excluding weekends and federal and state holidays) of the decision. The appeal should be made in writing and should set forth the basis for the appeal. The College President (or their designee) has three (3) business days from receipt of the appeal (excluding weekends and federal and state holidays) to affirm or reverse the decision, which is then considered final. The College President (or their designee) may extend the time limits set forth above as necessary. While the appeal is pending, the original decision of Campus Administration will stand.

When a Student Wants to Return After an Involuntary Medical Withdrawal

Re-enrollment will require a completed re-admission application from the student along with a letter from the student's professional therapist and/or physician stating the student's medical situation and that the professional therapist/physician believes the student is able to return Rasmussen College.

Students must be cleared by all of the following once the re-admission application is received: Academic Dean, Student Financial Services Office and Campus Director.

Federal Distribution of Funds Policy

Once the refund liability for a particular student has been determined, the federal portion of the refund shall be distributed back to the various programs in the following manner:

- All refund monies shall first be applied to reduce the student's Federal Direct Unsubsidized Stafford, Federal Direct Subsidized Stafford, and Federal Direct PLUS loans received on behalf of the student.

- Any remaining refund monies will then be applied to reduce the student's Federal Pell Grant award.

- Any remaining refund monies will then be applied to reduce the student's Federal SEOG award.

- Other Federal SFA Programs authorized by Title IV Higher Education Act.

Non Federal Refund Distribution Policy For Florida Campuses

If the disbursement is made of the Florida State Assistance Grant (FSAG) while the student is enrolled, no refund will be due. If the disbursement is made while the student is no longer in attendance, a full refund to the FSAG program is due. A student must be attempting a minimum of six credits per quarter to be eligible to receive Bright Futures scholarship funding. If a student receiving Bright Futures scholarship funds withdraws from course(s) after the drop/add period, the student will be required to repay the institution for the amount of the scholarship for those course(s) withdrawn from.

For Minnesota Campuses

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

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

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

Amount of Institutional Share of the Title IV Refund = Remaining refund due to the State Aid Programs

Ratios are then determined for each of the State Financial Aid Programs as part of the total Non-Title IV financial aid disbursed to the student (for the period during which the student withdrew).

These ratios are then multiplied against the remaining refund due to the State Aid Programs to determine the proportional minimum refund due to both the State Grant and SELF Programs. If the student received funds from other State Aid Programs, those refunds would be calculated in the same manner.

Note that for purposes of calculating institutional charges in the State Refund Calculation, the definition for Title IV programs is used.

- Any remaining refund monies will then be applied to reduce the student's Minnesota State Grant award and/or Minnesota SELF Loan.
- Any remaining refund monies will then be applied to any other sources.

For North Dakota Campuses

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

For Illinois, Kansas and Wisconsin Campuses

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

Veterans Refund

In the event a veteran discontinues training for any reason, any supplies or textbooks issued to and paid for by the veteran become the property of the veteran. Electronic resources, access to which the veteran paid for as part of the course technology and resource fee, shall remain accessible to the veteran as long as the license provided by the publisher/content owner allows. Licenses for electronic resources, which are utilized in most courses at Rasmussen College, are typically active for a length of 180 days to two years, dependent on the publisher. The remaining amount of the prepaid tuition will be refunded on a prorated basis computed to the date of discontinuance of training.

CAMPUS SECURITY
CRIME STATISTICS**Jeanne Clery Disclosure of Campus Security Policy and Campus 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, security and access to campus facilities, campus law enforcement and criminal offenses reported to the campus or local police. As part of our campus crime prevention plan, Rasmussen College provides training in the prevention of crime, sexual harassment/violence and alcohol/drug abuse.

ACCREDITATION,
LICENSING, APPROVALS
AND OWNERSHIP**Accreditation**

Rasmussen College is accredited by the Higher Learning Commission, a regional accreditation agency recognized by the U.S. Department of Education.

- 230 South LaSalle Street, Suite 7-500
Chicago, IL 60604
800-621-7440 or 312-263-0456

The Bachelor of Science in Nursing program at Rasmussen College is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791.

The Health Information Management Bachelor's Degree Program at Rasmussen College-Online 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 North Michigan Ave, 21st Floor
Chicago, IL 60601
312-233-1100

The Health Information Technician Associate Degree Program offered at the Brooklyn Park/Maple Grove, Bloomington, Eagan, Lake Elmo/Woodbury, Mankato, and St. Cloud Campuses in Minnesota; the Aurora/Naperville and Rockford Campuses in Illinois; the Green Bay Campus in Wisconsin – and the Rasmussen College Online Program 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 North Michigan Avenue, 21st Floor
Chicago, IL 60601
312-233-1100

The Medical Assisting Diploma program at the Overland Park and Topeka campuses in Kansas; the Aurora/Naperville, Mokena/Tinley Park, Rockford, and Romeoville/Joliet campuses in Illinois; the Fort Myers, Ocala, New Port Richey/West Pasco and Tampa/Brandon campuses in Florida; the Appleton, Green Bay, and Wausau campuses in Wisconsin; and the Blaine, Bloomington, Brooklyn Park/Maple Grove, Eagan, Lake Elmo/Woodbury, Mankato, and St. Cloud campuses in Minnesota are accredited by the Accrediting Bureau of Health Education Schools (ABHES).

- Accrediting Bureau of Health Education Schools
7777 Leesburg Pike, Suite 314
North Falls Church, VA 22043
703-917-9503

The Medical Laboratory Technician program at the Green Bay, Lake Elmo/Woodbury, Mankato, Moorhead, and St. Cloud campuses is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

ACADEMIC INFORMATION AND COLLEGE POLICIES

- National Accrediting Agency for Clinical Laboratory Sciences
5600 North River Road
Suite 720
Rosemont, IL 60018
Phone: 773-714-8880
Fax: 773-714-8886

Graduation from a physical therapist assistant education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; phone: 703-706-3245; accreditation@apta.org is necessary for eligibility to sit for the licensure examination, which is required in all states.

Rasmussen College – Land O' Lakes/East Pasco is seeking accreditation of a new physical therapist assistant education program from CAPTE. On June 1, 2016, the program submitted an Application for Candidacy, which is the formal application required in the pre-accreditation stage. Submission of this document does not assure that the program will be granted Candidate for Accreditation status. Achievement of Candidate for Accreditation status is required prior to implementation of the technical phase of the program; therefore, no students may be enrolled in technical courses until Candidate for Accreditation status has been achieved. Further, though achievement of Candidate for Accreditation status signifies satisfactory progress toward accreditation, it does not assure that the program will be granted accreditation.

Rasmussen College – Brooklyn Park/Maple Grove is seeking accreditation of a new physical therapist assistant education program from CAPTE. On June 1, 2016, the program submitted an Application for Candidacy, which is the formal application required in the pre-accreditation stage. Submission of this document does not assure that the program will be granted Candidate for Accreditation status. Achievement of Candidate for Accreditation status is required prior to implementation of the professional phase of the program; therefore, no students may be enrolled in professional courses until Candidate for Accreditation status has been achieved. Further, though achievement of Candidate for Accreditation status signifies satisfactory progress toward accreditation, it does not assure that the program will be granted accreditation.

The Practical Nursing Diploma at the Rasmussen College–Land O' Lakes/East Pasco campus in Florida is a candidate for accreditation by the Accreditation Commission for Education in Nursing (ACEN): 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; 404-975-5000. www.acenursing.org

The Professional Nursing Associate's Degree program at Rasmussen College – Green Bay is a candidate for accreditation by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; 404-975-5000. www.acenursing.org

The Professional Nursing Associate's Degree program at Rasmussen College – Kansas City/Overland Park and Topeka is a candidate for accreditation by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; 404-975-5000. www.acenursing.org

The Professional Nursing Associate's Degree program at Rasmussen College – Moorhead is a candidate for accreditation by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; 404-975-5000. www.acenursing.org

The Professional Nursing Associate's Degree program at the Rasmussen College – New Port Richey/West Pasco campus in Florida is a candidate for accreditation by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; 404-975-5000. www.acenursing.org

The Professional Nursing Associate's Degree program at Rasmussen College–Ocala School of Nursing is accredited by the Accreditation Commission of Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; (404) 975-5000. www.acenursing.org

The Professional Nursing Associate's Degree program at Rasmussen College – Wausau is a candidate for accreditation by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; 404-975-5000. www.acenursing.org

The Surgical Technologist AAS program at the Brooklyn Park/Maple Grove, Moorhead, and St. Cloud campuses is accredited by the Commission on Accreditation of Allied Health Education Programs (caahp.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
727-210-2350
caahp.org

Programs or campuses not listed above are not programmatically accredited.

Licensure, Authorizations, Certifications, Approvals, and Registrations

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



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

- Commission for Independent Education
Florida Department of Education
325 West Gaines Street, Suite 1414
Tallahassee, FL 32399
888-224-6684

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

- Illinois Board of Higher Education
431 East Adams, 2nd Floor
Springfield, Illinois 62701
Phone: 217-782-2551
- Illinois Department of Financial and Professional Regulation
Division of Professional Regulation
100 West Randolph, 9th Floor
Chicago, IL 60601

Rasmussen College is approved by the Kansas Board of Regents:

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

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

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

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

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

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

- State of Wisconsin Educational Approval Board
431 Charmany Drive, Suite 102
Madison, WI 53719
(608) 266-1996

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

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

Other Registrations:

- Veterans benefits for all National Online students are certified through Bloomington, MN
- Veterans benefits by the State Approving Agencies in Florida, Illinois, Minnesota, North Dakota, and Wisconsin
- Florida Board of Nursing
- Illinois Board of Nursing
- Kansas Board of Nursing
- Minnesota Board of Nursing
- Wisconsin Board of Nursing

Statement of Ownership

Rasmussen College, Inc. is a public benefit corporation under the laws of the State of Delaware.

Rasmussen, Inc. is the parent company of Rasmussen College, Inc., with campuses located in the States of Florida, Illinois, Kansas, Minnesota, North Dakota, and Wisconsin.

Corporate Officers:

- Thomas M. Slagle, Chief Executive Officer
- Tenda Boyum-Breen, President
- George Fogel, Senior Vice President
- Don DeVito, Chief Enrollment Management Officer

Limitations

This catalog was prepared using information current at the time of publishing, however all information contained herein is subject to change without notice at the discretion of the College. This includes but is not limited to the following: admission and graduation requirements, academic calendar, course descriptions and content, courses offered, online courses and programs, and statement of tuition and fees. For current calendars, students should refer to a copy of the schedule of classes for the term in which they enroll. The courses listed in this catalog are intended as a general indication of Rasmussen College's curricula. Courses and programs are subject to modification at any time. Not all courses are offered every term and the faculty teaching a particular course or program may vary. Students who maintain continuous enrollment will be able to complete their program at Rasmussen College even if the program is discontinued. Rasmussen College reserves the right to cancel any class because of under-enrollment or non-availability of selected faculty and to add or to delete certain courses, programs, or areas of study, to make faculty changes, and to modify tuition charges, interest charges, fees, and the course technology and resource fee.

Many employers, certification boards, and licensing organizations require criminal background checks. Therefore, prior criminal convictions may impair one's eligibility to sit for these exams or to secure employment in one's chosen career field.

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

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

Rasmussen College reserves the right to deny admission to applicants whose total credentials reflect an inability to assume the obligations of performance and behavior deemed essential by Rasmussen College and relevant to any of its lawful missions, process, and functions as an educational institution and business.

The administration of Rasmussen College reserves the right to address any issue in this catalog or its operations regarding its meaning.

ACADEMIC INFORMATION AND COLLEGE POLICIES

TUITION STRUCTURE

Unless indicated otherwise, the Standard Tuition Rate applies to all programs with 11-Week Quarters (5.5 Week Terms), and the AcceleratED Standard Tuition Rate applies to all programs with 12-Week Quarters (6-Week Sessions).	Part-time (fewer than 12 credits) per quarter	Full-time (12 or more credits per quarter)
SCHOOL OF BUSINESS		
• Standard Tuition Rate:	\$310 per credit	\$260 per credit
• AcceleratED Standard Tuition Rate: – See the Additional Exceptions to the AcceleratED Standard Tuition Rate listed below.	\$260 per credit	\$199 per credit
SCHOOL OF DESIGN		
• Standard Tuition Rate:	\$310 per credit	\$260 per credit
SCHOOL OF EDUCATION		
• Standard Tuition Rate: – Exceptions to the Standard Tuition Rate – Early Childhood Education Associate's degree for Knowledge Universe Employees – Early Childhood Education Associate's degree for Bright Horizons Employees	310 per credit	\$260 per credit
• AcceleratED Standard Tuition Rate: – See the Additional Exceptions to the AcceleratED Standard Tuition Rate listed below.	\$199 per credit \$199 per credit \$310 per credit	\$167 per credit \$167 per credit \$260 per credit
SCHOOL OF HEALTH SCIENCES		
• Standard Tuition Rate: – Exceptions to the Standard Tuition Rate • Health Information Technician Associate's degree: • Medical Assisting Diploma: • Medical Billing and Coding Certificate: • Physical Therapist Assistant Associate's degree:	\$310 per credit \$260 per credit \$260 per credit \$260 per credit \$310 per credit \$310 per credit	\$260 per credit \$199 per credit \$199 per credit \$199 per credit \$310 per credit \$260 per credit
• AcceleratED Standard Tuition Rate: – See the Additional Exceptions to the AcceleratED Standard Tuition Rate listed below.		
SCHOOL OF JUSTICE STUDIES		
• Standard Tuition Rate:	\$310 per credit	\$260 per credit
• AcceleratED Standard Tuition Rate: – See the Additional Exceptions to the AcceleratED Standard Tuition Rate listed below.	\$310 per credit	\$260 per credit
SCHOOL OF NURSING		
• Bachelor of Science in Nursing degree – RN to BSN Entrance Option: – Standard Entrance Accelerated BSN Entrance Option: – Second Degree Accelerated BSN Entrance Option:	\$260 per credit \$325 per credit \$325 per credit	\$260 per credit \$325 per credit \$325 per credit
• Professional Nursing Associate's degree – Campuses in Florida, Illinois, Kansas, Minnesota (excluding Moorhead), Wisconsin: – Campuses in North Dakota (including Moorhead):	\$395 per credit \$350 per credit	\$395 per credit \$350 per credit
• Practical Nursing Diploma – Campuses in Florida: – Campuses in Minnesota (excluding Moorhead): – Campuses in North Dakota (including Moorhead):	\$325 per credit \$375 per credit \$350 per credit	\$325 per credit \$375 per credit \$350 per credit
SCHOOL OF TECHNOLOGY		
• Standard Tuition Rate:	\$310 per credit	\$260 per credit
• AcceleratED Standard Tuition Rate: – See the Additional Exceptions to the AcceleratED Standard Tuition Rate listed below.	\$260 per credit	\$199 per credit
FLEX CHOICE® CREDIT BY ASSESSMENT		
Tuition rates listed above are for traditional faculty-led courses required to complete the program. Competency courses for the Flex Choice Credit by Assessment option, available within eligible programs, may be attempted at no additional fee. Students must enroll in at least six credits during the quarter in which they attempt a competency course.		
ADDITIONAL EXCEPTIONS TO THE ACCELERATED STANDARD TUITION RATE		
• Prequalified Coursework:	\$310 per credit	\$260 per credit

Prequalified course requirements and any other courses that are taken in the 11-Week Quarters (5.5 Week Terms) prior to beginning program courses in the 12-Week Quarters (6-Week Sessions).

ACADEMIC INFORMATION AND COLLEGE POLICIES

TUITION STRUCTURE (cont.)

Additional Tuition Structure Information

- Full-time students are defined as taking 12 or more credits per 11-week quarter or taking 12 or more credits per 12-week quarter. Students taking fewer than 12 credits per 11-week or 12-week quarter are part-time students. For tuition purposes only, students taking 8 or more credits when enrolled in a single 5.5-week term of an 11-week quarter are considered full-time students.
- Students may purchase textbooks from the College for a \$10 flat fee for each required textbook or e-book in each course. Students may opt out of this method of obtaining the required textbooks; see the textbook opt-out policy.
- A \$150 course technology and resource fee will be charged for each faculty-led course.
- Nursing courses with component numbers ending in "L" (Lab) will be charged the course technology and resource fee. (For example, PRN 1356 will be charged the fee and PRN 1356L will be charged the fee.)
- Course components ending with "LL" (Clinical) will not be charged a course fee.
- FAST TRACK: Students taking 16 or more credits shall only be charged for 16 credits and will be assessed an additional course technology and resources fee of \$150 for every course over four courses. Students enrolled in the Bachelor of Science in Nursing degree program through the Standard Entrance Accelerated BSN Entrance Option or Second Degree Accelerated BSN Entrance Option do not qualify for Fast Track pricing.
- A change in the number of credits taken during enrollment in any quarter may lead to different prices if a student moves from part-time to full-time or vice versa.
- Individual Progress students will be charged at the School of Business part-time rate, plus a \$150 course technology and resource fee for each faculty-led course. Individual Progress students are not eligible for self-paced competency courses.
- Audit students who elect to take courses without earning college credit are charged \$167 per credit hour plus the applicable Course Technology and Resource Fee and book fees for each course. Students who wish to convert the Audit grade to a letter grade will be charged the difference between the audit rate and the program part-time rate in effect at the time the grade is converted.
- Students who meet qualifications for military, corporate or articulation discounts are eligible to receive a 10% reduction in per term tuition cost. Students in the Bachelor of Science in Nursing program entering through the RN to BSN entrance option are not eligible for any additional discounts.
- Students enrolled in programs with tuition rates lower than \$199 per credit for full-time rates and \$260 per credit for part-time rates are not eligible for military, corporate or articulation discounts.

Program Administrative Fee

Rasmussen College has a one-time administrative fee, charged during the first quarter of enrollment, for all new and reentering students enrolled in the following programs:

- Medical Assisting Diploma (\$350)
- Physical Therapist Assistant Associate's degree (\$350)
- Radiologic Technology Associate's degree (\$350)
- All School of Nursing programs (\$150)

This fee covers some of the costs of administering each program including, but not limited to: administering program-specific requirements and managing clinical/externship/practicum sites and/or preceptorships. This fee is non-refundable.

Course Technology and Resource Fee

Rasmussen College charges a \$150 course technology and resource fee for each faculty-led lecture component and each nursing lab component. Nursing lab components are designated with course numbers ending in "L." Course components ending in "LL" (clinical component) do not have a course technology and resource fee.

The items included in this fee vary by program of study and can include, but are not limited to:

- Access to technology tools and online course systems
- Access to electronic library resources (reference services, eBooks, databases, guides, interlibrary loan, etc.)
- Access to licensed materials and videos
- Peer, faculty and expert tutoring with 24/7 math support and question response as well as lab paper review
- The Student Portal (unofficial transcripts, grades, schedule, billing information, etc.)
- The Personal Support Center Help Desk
- Access to online career resources such as Optimal Resume and Job Connect
- Reimbursement for certain student exam certifications and certain exam review programs
- Tactical facilities and services required for the criminal justice program
- Some (not all) background checks and immunizations
- Uniforms and other supplies for the medical and criminal justice programs used while in class

Book Fee

Students may purchase required textbooks or e-books through Rasmussen College for a \$10 flat fee for each textbook (traditional or e-book) for each course. Students are not required to purchase the required textbooks through the College and may opt-out and purchase the required textbooks through another source such as Amazon. See the textbook opt-out policy. If the student does not opt out, the College will provide the required textbooks or e-book to the student for the \$10 per-book charge.

Example: For a course that has two textbooks, a student will pay the technology and course resource fee of \$150.00, plus \$20.00 in book fees, for a total of \$170.00.

Textbook Opt-out Policy

Students may opt out of purchasing any or all textbooks or e-books through the College at the \$10 flat book fee per textbook or e-book. Students who opt out will need to purchase the required textbooks or e-books separately through another vendor, such as Amazon. Students who opt out are advised that access to textbook or e-books via a link within a course will be removed.

Students can opt-out by completing the textbook opt-out form available through the student portal. The form must be completed, scanned, and emailed to TextbookOptOut@rasmussen.edu by the end of the class add period, as defined in the Rasmussen College catalog.

The list of textbooks and materials required for each course, including the ISBN, retail price and the fee Rasmussen College charges (\$10.00 for each textbook) is available on the student portal and on the bottom of the schedule confirmation page.

Students who opt out should order their textbooks and e-books at least three weeks before the start of each term to help ensure materials are delivered in time for the start of courses.

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ADDENDUM to the Rasmussen College Catalog 2016-2017

May 18, 2017

PROGRAM PAGES

Academic Calendar 2016-2017 (pg. 2)

Delete and replace the Summer Quarter 2017 dates with the following:

Calendar for Programs with 11-Week Quarters (5.5-Week Terms):

Summer Quarter 2017

July 5 – September 16

- Summer Term I July 5 – August 8
- Summer Term II August 9 – September 16

Calendar for Programs with 12-Week Quarters (6-Week Sessions):

Summer Quarter 2017

July 5 – September 24

- Summer Session I July 5 – August 13
- Summer Session II August 14 – September 24

Accounting Bachelor's Degree (pg. 7)

Delete and replace with the new program page provided at the end of this addendum.

Business Management Bachelor's Degree (pg. 10)

Delete and replace with the new program page provided at the end of this addendum.

Finance Bachelor's Degree (pg. 11)

Delete and replace with the new program page provided at the end of this addendum.

Healthcare Management Bachelor's Degree (pg. 12)

Delete and replace with the new program page provided at the end of this addendum.

Human Resources and Organizational Leadership Bachelor's Degree (pg. 14)

Delete and replace with the new program page provided at the end of this addendum.

Marketing Bachelor's Degree (pg. 15)

Delete and replace with the new program page provided at the end of this addendum.

Supply Chain and Logistics Management Bachelor's Degree (pg. 17)

Delete and replace with the new program page provided at the end of this addendum.

Early Childhood Education Certificate (pg. 22)

Delete and replace the curriculum with the following:

CERTIFICATE COURSES
LOWER DEVISION

EEC 2225 Guiding Children's Behavior	4
EEC 1202 Early Childhood Education Curriculum and Instruction	4
EEC 1700 Foundations of Child Development	4
EEC 1735 Health, Safety, and Nutrition/CDA Application	4
EEC 2613 Observation and Assessment in Early Childhood Education	4
EEC 2401 Dynamics of the Family	4

Choose either Track I or Track II¹

Track I: Field Experience (only available to residents of some states)

EEC 1960 Field Experience I: Knowledge	4
EEC 1961 Field Experience II: Planning	4
EEC 1962 Field Experience III: Reflection	4

Track II: Explorations

EEC 1970 Early Childhood Education Exploration I: Knowledge	4
EEC 1971 Early Childhood Education Exploration II: Planning	4
EEC 1972 Early Childhood Education Exploration III: Reflection	4

TOTAL CERTIFICATE CREDITS 36

Delete and replace the text of footnote 1 with the following:

¹ Track 1 and Track 2 Notes

Track I (Field Experience): Track I includes field experience courses, which are only available to residents of Florida, Illinois, Kansas, Minnesota, North Dakota, and Wisconsin. Students enrolling in the Early Childhood Education Certificate and the Associate's Degree program must currently be working in the Early Childhood Education field and/or have a field experience site approved by the College, prior to the close of business on the Friday of the first week of quarter break prior to the first term of enrollment, to be enrolled in the Field Experience Track. Please speak to a program manager for details.

Track II (Explorations): Students enrolling in the Early Childhood Education Certificate and the Associate's Degree program who are not currently working in the Early Childhood Education field or do not have a field experience site, approved by the College prior to the close of business on the Friday of the first week of quarter break prior to the first term of enrollment, will be enrolled in the Explorations Track. Please speak to a program manager for details.

Early Childhood Education Associate's Degree (pg. 23)

Delete and replace the Major and Core curriculum with the following:

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MAJOR AND CORE COURSES

LOWER DIVISION

EEC 2935 Summative Project for Early Childhood Education	2
E242 Career Development	2

Child Development Specialization

EEC 2213 Language and Literacy Acquisition	4
EEC 2329 Parent Education and Support	4
EEC 2500 Infant and Toddler Development	4
EEX 2010 The Exceptional Child	4

Child with Special Needs Specialization

EEC 2270 Introduction to English Language Learners	4
EEC 2271 Curriculum and Instruction for Children with Special Needs	4
EEC 2272 The Inclusive Classroom	4
EEC 2403 Advocating for Children with Special Needs	4

Total Associate's Degree Credits

General Education Credits	34
Major and Core Credits	56
TOTAL DEGREE CREDITS	90

Early Childhood Education Bachelor's Degree (pg. 25)

Delete and replace with the new program page provided at the end of this addendum.

Health Sciences Associate's Degree (pg. 26)

Delete and replace the General Education section with the following:

GENERAL EDUCATION COURSES

LOWER DIVISION

English Composition (Required course)	4
ENC 1101 English Composition	
Communication (*Required, select 1 additional course)	8
*COM 1002 Introduction to Communication	
Humanities (Select 3 courses)	12
Math/Natural Sciences (*Required, select 2 additional courses)¹	12
*PHA 1500 Structure and Function of the Human Body	
Social Sciences (Select 3 courses)²	12

Health and Wellness Bachelor's Degree (pg. 34)

Delete and replace the Entrance Requirements section with the following:

ENTRANCE REQUIREMENTS:

This is a bachelor-completer program. To be considered for admission, students must hold a conferred associate's degree from an accredited institution as recognized by the U.S. Department of Education, or students must have

successfully completed at least 90 quarter or 60 semester credits of college-level coursework with a grade C or higher. In addition, students entering the Health and Wellness Bachelor's degree program must provide evidence of having successfully completed with a grade of C or higher Medical Terminology, Structure and Function of the Human Body, or course equivalents.

Human Services Bachelor's Degree (pg. 36)

Delete the second paragraph of the Entrance Requirements.

Physical Therapist Assistant Associate's Degree (pg. 38)

Delete and replace with the new program page provided at the end of this addendum.

Surgical Technologist Associate's Degree (pg. 40)

Delete and replace the Objective with the following:

OBJECTIVE:

The goal of the program is to prepare competent entry-level surgical technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Graduates of this program know basic concepts of anatomy and physiology, pathology, microbiology, and pharmacology. They understand operating room design, surgical equipment and instrumentation, safety standards, and asepsis and sterile techniques. Graduates can prepare, clean, and restock operating rooms, use and maintain surgical equipment, perform scrub and circulator duties in a number of surgical specialties, and contribute to pre- and post-operative patient care. They value critical thinking, communication, diverse perspectives, technology and information literacy, and patient and safety care.

Within the accreditation statement found in the notes section, delete and replace the address for CAAHEP with the following:

Commission on Accreditation of Allied Health Education Programs (CAAHEP)
25400 US Highway 19 North
Suite 158
Clearwater, FL 33763
727-210-2350
www.caahep.org

Criminal Justice Associate's Degree (pg. 41-42) both IL and non-IL versions

Delete and replace the Career Opportunities with the following:

CAREER OPPORTUNITIES:

Additional training may be required for some career opportunities, check with the applicable professional oversight agency in your state of residence for further details.

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- Corrections Officer
- Court Clerk
- Homeland Security TSA Agent
- Security Officer

Delete and replace all of the notes following Total Degree Credits with the following:

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS

+Flex Choice Credit by Assessment courses available; see page 108 for details.

This program has not been approved by any state professional licensing body, and does not lead to any state-issued professional license. For further information on professional licensing requirements, please contact the appropriate board or agency in your state of residence. Additional education, training, experience, and/or other eligibility criteria may apply.

In Minnesota, the Criminal Justice Associate's Degree program does not meet the standards established by the Minnesota Peace Officer Standards and Training Board for persons who seek employment as a peace officer.

Developmental Education courses do not count toward total program credits, and are not calculated in GPA. Students must demonstrate mastery of the subject matter in Developmental Education courses through a Rasmussen College entrance placement exam, approved exemption based on previously completed coursework, or by successful completion of Developmental Education courses.

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

Criminal Justice Leadership and Management Bachelor's Degree (pg. 43)

Delete the second paragraph of the Entrance Requirements.

Delete and replace all of the notes following Total Degree Credits with the following:

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS

+Flex Choice Credit by Assessment courses available; see page 108 for details.

This program has not been approved by any state professional licensing body, and does not lead to any state-issued professional license. For further information

on professional licensing requirements, please contact the appropriate board or agency in your state of residence. Additional education, training, experience, and/or other eligibility criteria may apply.

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

Paralegal Associate's Degree (this program version is not available in Illinois) (pg. 48)

Add "North Dakota" to the degree designation note in the first column, so it reads as follows:

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

Practical Nursing Diploma (pg. 50)

Add the following to the notes:

The Practical Nursing Diploma at Rasmussen College – Land O'Lakes/East Pasco is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; 404-975-5000. www.acenursing.org

The Practical Nursing Diploma at Rasmussen College – Moorhead is a candidate for accreditation by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; 404-975-5000. www.acenursing.org

Professional Nursing Associate's Degree (pg. 51)

Add the following to the notes:

The Professional Nursing Associate's Degree program at Rasmussen College – Bloomington is a candidate for accreditation by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; 404-975-5000. www.acenursing.org

The Professional Nursing Associate's Degree program at Rasmussen College – Green Bay is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; 404-975-5000. www.acenursing.org

The Professional Nursing Associate's Degree program at Rasmussen College – New Port Richey/West Pasco is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; 404-975-5000. www.acenursing.org

The Professional Nursing Associate's Degree program at Rasmussen College – Wausau is accredited by the

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Accreditation Commission for Education in Nursing (ACEN),
3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326;
404-975-5000. www.acenursing.org

Bachelor of Science in Nursing, Standard Entrance Accelerated BSN (pg. 53)

Delete and replace the campus availability note with the following:

The Standard Entrance A-BSN is only available at the Bloomington and Mankato campuses in Minnesota; the Fort Myers, Land O'Lakes/East Pasco, Ocala School of Nursing, and Tampa/Brandon campuses in Florida; and in Kansas and Wisconsin.

Bachelor of Science in Nursing, Second Degree Accelerated BSN (pg. 54)

Delete and replace the campus availability note with the following:

The Second Degree A-BSN is only available at the Bloomington and Mankato campuses in Minnesota; the Fort Myers, Land O'Lakes/East Pasco, Ocala School of Nursing, and Tampa/Brandon campuses in Florida; and in Kansas and Wisconsin.

Master of Science in Nursing (pg. 55)

Insert the program page found at the end of this addendum.

Data Analytics Bachelor of Science (p.55)

Insert the program page found at the end of this addendum.

Web Programming Associate's Degree (pg. 62)

Delete and replace the Developmental Education Courses section with the following:

DEVELOPMENTAL EDUCATION COURSES

B080 Reading and Writing Strategies	4
B087 Practical Math	4

Computer Science Bachelor's Degree (pg. 63)

This program no longer follows the 12-Week Quarter (6-Week Sessions) academic calendar. Delete and replace

the academic calendar version notation under the program title heading with the following:

11-Week Quarters (5.5-Week Terms)

Delete and replace the Entrance Requirements section with the following:

ENTRANCE REQUIREMENTS:

Students entering this program must provide evidence of having a conferred associate's degree, or at least 90 quarter credits of college level coursework with a grade of C or higher in each course that will be transferred, from an accredited institution as recognized by the U.S.

Department of Education in one of the programs listed below to gain acceptance to the program. Students seeking consideration of credit for work or professional experience must go through the Prior Learning Assessment (PLA) process as established through the Council for Adult Experiential Learning (CAEL). Acceptable associate's degree programs are:

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

Prospective students with an associate's degree or at least 90 quarter credits or 60 semester credits outside the fields listed above may be considered for this program as specified below:

- Only courses with a grade of C or higher will be transferred.
- Students may be required to take additional coursework prior to being accepted into the program. The courses a student may be required to complete may include: C++ Programming, Database Fundamentals for Programming, and Introduction to HTML. Prior transcripts will be evaluated on a course by course basis to determine which prequalification coursework is required. Comparable courses need to have been completed within the past three (3) years.

GENERAL EDUCATION COURSE SELECTIONS

General Education Course Selections (11-Week Quarters, 5.5-Week Terms), All Programs (pg. 64):

Delete BSC 2145 Introduction to Human Biology (4 credits) from the Lower Division Natural Sciences category.

Add GEO 3204 Physical Geography (4 credits) to the Upper Division Math/Natural Sciences category

General Education Course Selections (12-Week Quarters, 6-Week Sessions) (pg. 65)

Delete and replace with the new page provided at the end of this addendum.

COURSE DESCRIPTIONS

Add the following course descriptions:

BMS 2990C Patient Care Technician Externship and Capstone**100 hours, 4 credits**

This course is designed to provide the student with supervised experience as a patient care technician in a healthcare setting. Students will apply proper health promotion and prevention skills and patient and provider safety techniques. Also included in this course are opportunities to apply EKG and phlebotomy skills and techniques. During the practical experience students will participate in a program capstone that is designed to assist students during their externship and prepare students for a certification exam

Prerequisites: BMS 2550 Patient Care Skills II

CVT 1000C Introduction to Electrocardiograms**50 hours, 4 credits**

This course provides an introduction to performing and interpreting electrocardiograms. In this course, students will identify a basic EKG using a systemic approach. Students will also learn how to use EKG equipment and practice safety procedures for patients. Topics include patient medical records and regulations, patient communication, and basic functions of the cardiac system.

Prerequisites: None

EEC 1960 Field Experience I: Knowledge**60 hours, 4 credits**

Under externship supervision, the student will observe and implement developmentally appropriate practices while interacting with children and adults.

Prerequisite: None

EEC 1961 Field Experience II: Planning**60 hours, 4 credits**

Students continue their externship experience in an early childhood setting. The focus is on developmentally appropriate practices and leadership.

Prerequisite: EEC 1960 Field Experience I: Knowledge

EEC 1962 Field Experience III: Reflection**60 hours, 4 credits**

Students will complete their externship experience in an early childhood setting. The focus is on developmentally appropriate practices and leadership.

Prerequisite: EEC 1961 Field Experience II: Planning

EEC 1970 Early Childhood Education Exploration I: Knowledge**40 hours, 4 credits**

This course is an introduction to the field of early childhood development as a profession and examines historical influences on the field. The identification of early childhood educator's personal attributes, knowledge, skills, and professional codes of conduct are included.

Prerequisite: None

EEC 1971 Early Childhood Education Exploration II: Planning**40 hours, 4 credits**

This course will provide an examination of morality and ethics in early childhood development. Topics include childhood ethics, ideals, and principles. Professional values and teaching styles will be explored.

Prerequisite: EEC 1970 Early Childhood Education Exploration I: Knowledge

EEC 1972 Early Childhood Education Exploration III: Reflection**40 hours, 4 credits**

Students will learn about intentionality in teaching and selecting best practices for young children's learning and development. Both child-guided and adult-guided methods will be examined in the areas of language and literacy, mathematics and scientific inquiry, social skills and understandings, physical movement and visual arts.

Prerequisite: EEC 1971 Early Childhood Education Exploration II: Planning

EEC 3171 Beyond the Basics of Health, Safety, and Nutrition**40 hours, 4 credits**

This course is the study of child health, nutrition and safety practices that support children's ability to learn and places focus on the impact on continuum of child development.

Topics include capitalizing on learning windows of opportunity, risks and protective factors of maltreatment of children, and healthy and safe practices. This course will prepare students to recognize development as a continuum and to create and implement healthy and safe practices with children.

Prerequisite: None

EEC 3220 Child Development Ages Birth-3**40 hours, 4 credits**

This course is the study of children ages birth-3. It places focus on the in-depth study of the learning domains including the cognitive, language, social-emotional and physical domains. Topics include how child development theories apply, the influences environmental factors, interactions, and relationships have on the development of children, and learning across domains. This course will

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prepare students to identify how the unique way in which in children learn from ages birth-3.

Prerequisite: None

EEC 3225 Child Development Ages 3-5

40 hours, 4 credits

This course is the study of children ages 3-5. It places focus on the student's previous knowledge of the growth and development patterns of children age birth-3 to build upon and explore the continuum across the cognitive, language, social-emotional and physical domains in children age 3-5. Topics include how early child development theories apply, the influences environmental factors, interactions, and relationships have on the development of children, and learning across domains. This course will prepare students to identify the unique way in which in children 3-5 learn.

Prerequisite: EEC 3220 Child Development – Ages Birth to 3 years

EEC 3318 Intentional Teaching Practices

40 hours, 4 credits

This course is the study of how to use intentional teaching and best practices to support children's learning. It places focus on developmentally appropriate practice and how to distinguish the key components. Information will include the three key components of developmentally appropriate practice, children's approaches to play and learning, and differentiated instruction. This course will prepare students to employ high quality teaching practices in their programs.

Prerequisite: None

EEC 3407 Planning with a Purpose

40 hours, 4 credits

This course is the study of how to effectively plan activities for children that provide an integrated approach for learning placing focus on creating activity plans that can be used to support children's hands on experiences. Topics include how to write learning objectives, reviewing different curriculums and methods of implementing curriculum, how technology can be integrated into activity planning, and how to assess the quality of an activity. This course prepares students to plan activities supporting the needs of all children.

Prerequisite: EEC 3318 Intentional Teaching Practices

EEC 3546 Supporting Professional Practices in Early Childhood Education

40 hours, 4 credits

This course is the study of how to support professionalism of the early childhood field and places focus on practices that an ECE professional would engage in to increase their ability to provide high quality services. Topics include advocacy, coaching and mentoring, reflective practices and how to model professionalism both within the ECE program and in the community. This course prepares

students to locate and use resources to reach their professional goals as well as to be an advocate for high quality early childhood education.

Prerequisite: None

EEC 4485 Early Childhood Education Advocacy, Research and Policy

40 hours, 4 credits

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

Prerequisite: must be taken in the student's last or second-to-last session.

EEC 4910 Early Childhood Education Leadership Capstone

20 hours, 2 credits

This course is a synthesis of material from all courses. Students will complete a portfolio demonstrating proficiency in transferable skills.

Prerequisite: must be taken in the student's last session

IDC 3152 Enterprise Resource Reporting

4 credits, 40 hours

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

Prerequisite: None

MAN 6504 Operations Management

4 credits, 40 hours

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

Prerequisite: None

NGR 5000 Transitioning to a Nurse Scholar

40 hours, 4 credits

This course builds on knowledge and skills developed in undergraduate research and statistics while emphasizing the connection to theory development and the science of nursing. Students analyze nursing research, the contributions of the empirical approach, and the

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relationship to evidence-based practice. Selected research designs and methodologies, along with statistical analyses, which are used to advance nursing knowledge, are examined.

Prerequisite: Must be taken during a student's first quarter

Prerequisite or Co-requisite: Successful completion of a 3000-level or higher statistics course, taken within the past five years

NGR 5100 Advanced Pharmacology 40 hours, 4 credits

This course expands the students' knowledge of the principles of pharmacodynamics, pharmacokinetics, and pharmacotherapeutics for broad categories of agents used in the treatment of physiologic changes that occur within the human body. It prepares graduate level nurses to accurately describe, administer, and educate clients regarding appropriate and safe medication regimens. Learning experiences are integrated to provide students the opportunity to synthesize the knowledge and application of pharmacological theory while incorporating physical, psychosocial, developmental, and cultural considerations within the communities we serve.

Prerequisite or Co-requisite: Successful completion of a 3000-level or higher statistics course, taken within the past five years

NGR 5200 Advanced Pathophysiology 40 hours, 4 credits

This course provides in-depth knowledge necessary to distinguish normal physiology and alterations produced by injury and disease. Students gain a higher level of knowledge and understanding of normal physiologic and pathological phenomena and develop clinical reasoning skills that are essential for advanced clinical assessments and understanding differential diagnoses and therapeutic decision-making. Students examine the etiology, pathogenesis, developmental and environmental influences, along with the clinical manifestations, of alterations in health that impact individuals and communities on a local and global level.

Prerequisite: none

NGR 5300 Advanced Holistic Health Assessment 40 hours, 4 credits

This course builds on knowledge of anatomy, physiology, and assessment skills previously attained in undergraduate nursing education. Emphasis is placed on the application of advanced assessment techniques, performing focused and comprehensive health assessments, critical thinking, clinical reasoning and judgement, and collaboration with the inter-professional team.

Prerequisite: none

NGR 5400 The Impact of Ethics on Decision-Making in Healthcare 40 hours, 4 credits

This course provides an opportunity for students to assess ethical and legal issues that impact nurses at the forefront of healthcare. Through the identification and analysis of ethical theories and principles, students explore current issues that impact professional nursing and global healthcare. Students will compare and contrast decision making models that influence clients and communities.

Prerequisite: none

NGR 6000 The Art of Influencing Policy 40 hours, 4 credits

This course examines the processes of influencing and forming healthcare policy by reviewing the history, theory, structure, and process of policymaking in a variety of settings. Students will identify and analyze healthcare policy at a variety of levels; institutional, local, state, and national. Students will understand the implications of economic, ethical, and social policy decisions and how they impact healthcare.

Prerequisite: Completion of all 5000-level courses, except The Impact of Ethics on Decision-Making in Healthcare, which is a Pre-Requisite or Co-Requisite.

NGR 6100 The Business Side of Nursing 40 hours, 4 credits

This course provides the opportunity for students to analyze healthcare economics as an important intrinsic part of their role as a nursing leader. Students will analyze a budget and business plan using a variety of methods to challenge or support allocations, while utilizing a systematic framework to support healthcare decisions.

Prerequisite: Completion of all 5000-level courses, except The Impact of Ethics on Decision-Making in Healthcare, which is a Pre-Requisite or Co-Requisite.

NGR 6900 MSN Capstone 40 hours, 4 credits

The capstone course provides an opportunity for students to integrate experiential learning and new behaviors when synthesizing strategies to resolve issues present in advanced nursing. This course prepares students to demonstrate mastery of complex information required to innovate, lead, and utilize best evidence when championing change for positive outcomes.

Prerequisite: Must be taken during a student's final quarter

NGR 6200 Transforming the Experience of Learning 40 hours, 4 credits

This course focuses on the integration of theory and evidence to transform student learning and assessment. Teaching and learning strategies for classroom and clinical instruction using conventional methods and innovative technology are explored along with appropriate methods of evaluation. Self-reflection is used to foster the development of professional and personal traits which

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promote a safe, effective, and positive learning environment.

Prerequisite: Completion of all 5000-level courses, except The Impact of Ethics on Decision-Making in Healthcare, which is a Pre-Requisite or Co-Requisite.

NGR 6300 Curriculum Design and Program Evaluation 40 hours, 4 credits

This course focuses on design, development, evaluation, and refinement of nursing curriculum within the nursing program framework. Societal, healthcare, and educational trends will be examined with feedback from key external and internal stakeholders as a method to engage in continuous quality improvement.

Prerequisite: Completion of all 5000-level courses, except The Impact of Ethics on Decision-Making in Healthcare, which is a Pre-Requisite or Co-Requisite.

NGR 6400 Innovative Teaching and Assessment Strategies 80 hours, 4 credits

This course prepares students to expand the knowledge and skills required to be a competent, enthusiastic, nurse educator. It places the focus on integration and appraisal of transformative teaching and assessment strategies within a community of practice.

Pre-Requisite or Co-Requisite: Transforming the Experience of Learning

NGR 6450 Scholarship of Teaching 80 hours, 4 credits

This course prepares students to develop and implement strategies for scholarship, service, and leadership within the educational setting. The focus of the course is to explore the many roles and responsibilities of the nurse educator and to provide the students with an opportunity to select and operationalize aspects of the nurse educator role.

Pre-Requisite or Co-Requisite: Curriculum Design and Program Evaluation

NGR 6500 The Art of Leadership 40 hours, 4 credits

This course evaluates nursing leadership and places emphasis on the application of advanced skills to effectively engage and collaborate to lead change. Topics covered will focus on role transformation, strategic visioning, contemporary approaches, decision-making tools, emotional intelligence techniques, and change strategies. This course will prepare students for opportunities to lead change and transform the profession of nursing.

Prerequisite: Completion of all 5000-level courses, except The Impact of Ethics on Decision-Making in Healthcare, which is a Pre-Requisite or Co-Requisite.

NGR 6600 The Science of Nursing Administration 40 hours, 4 credits

In this course, students explore the many facets of healthcare administration. Skills of economic and operations management, human resources, project management, and performance management are explored and applied in various health systems scenarios.

Prerequisite: Completion of all 5000-level courses, except The Impact of Ethics on Decision-Making in Healthcare, which is a Pre-Requisite or Co-Requisite.

NGR 6700 Leading the Future of Healthcare 80 hours, 4 credits

This course prepares students to expand the knowledge and skills required to be nurse leader. It places focus on the integration and appraisal of leadership strategies within a community of practice. Additionally, students are provided the opportunity to demonstrate synthesis of learning and to integrate their knowledge of research, leadership skills, and nursing theories to complete a scholarly project.

Pre-Requisite or Co-Requisite: The Art of Leadership

NGR 6800 Administration Immersion 80 hours, 4 credits

This course builds on the strong foundation acquired in The Science of Nursing Administration course. Students apply administrative knowledge and skills needed to perform effectively and assume leadership/management positions in complex healthcare systems. The practicum experience provides a catalyst for new insights, collaboration, and integration of innovative leadership.

Pre-Requisite or Co-Requisite: The Science of Nursing Administration

QMB 3000 Introduction to Data Analytics 4 credits, 60 hours

This course is an introduction to the concepts and tools used in current analytics practices. Students will be able to identify common tools, terms, and ideas. Topics covered will include visualization, data quality, platforms, and scripting.

Prerequisite: Expected to be completed in the first term; COP1350C C++ Programming; COP1532C Database Fundamentals for Programmers

QMB 3100 Foundations of Analytics Platforms, Environments, and Software 4 credits, 60 hours

This course is the study of different types of environment. It places focus on developing and deploying Extract Transform Load (ETL) jobs. It also includes topics related to various types of analytics tools. This course will prepare the student for development ETL jobs in an enterprise environment. The student will also learn about the various analytic tools.

Prerequisite: STA 1625 Essential Statistics and Analytics

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QMB 3200 Introduction to Scripting

4 credits, 60 hours

This course serves as an introduction to the scripting process as it relates to data extraction and transformation processes.

Prerequisite: None

QMB 3300 Introduction to Data Visualization

4 credits, 60 hours

This course explores data visualization tools and techniques. It emphasizes the best ways to communicate data to the intended audience. Students learn about tools that aid in visualizing data and how to develop objective depiction of data using an editorial thinking approach. This course will prepare students for the challenges of having to analyze data and communicate results to audiences with various skill levels and preferences.

Prerequisite: None

QMB 4000 Data Elements

4 credits, 60 hours

This course reviews the concepts, standards, and functions used to identify data elements necessary for an efficient data preparation process.

Prerequisite: QMB 3200 Introduction to Scripting

QMB 4100 Applied Business Intelligence

4 credits, 60 hours

This course allows students to apply skills and techniques for analyzing existing business performance data to provide support for business planning. It places focus on planning an end-to-end business intelligence process, platform, database, and analytical tool usage. Students will learn about processing and analyzing data, quality assurance and regulatory adherence, and preparing data for consumption. Students will create visualizations to help guide business decision-making.

Prerequisite: CTS 3265C Introduction to Business Intelligence

QMB 4200 Advanced Analytics Platforms, Environments, and Software

4 credits, 60 hours

This course is the student for advanced analytics. It places focus on developing and deployed Extract Transform Load (ETL) jobs for large data sets. Topics will include how to configure the environment to run the advanced analytic job. It places focus on real-time analytics as well. This course will prepare students for developing advanced analytics and ETL job. It also prepares students about how to deploy the advanced analytics in the enterprise environment.

Prerequisite: QMB 3100 Foundations of Analytics Platforms, Environments, and Software

QMB 4300 Data Quality in Analytics

4 credits, 60 hours

Quality data allows for quality analysis. In this course, students will learn how to identify common types of data quality issues including missing data, incorrect data, outliers, normalization, and duplication. This course will prepare students to prepare data for analytics projects.

Prerequisite: None

QMB 4400 Data Analysis and Optimization

4 credits, 60 hours

This course will allow students to run data extracts and scripts to demonstrate a complete data analysis process, while requiring the identification and application of data element requirements, scripting modifications, and preparation techniques that could improve analysis results.

Prerequisites: QMB 4000 Data Elements; QMB 4300 Data Quality in Analytics

QMB 4500 Data Visualization Implementation and Communication

4 credits, 60 hours

This course focuses on the study of data sets which relate to meeting client needs. It includes methods used to evaluate data such as benchmarking, scoring, and ranking. Students learn the difference between correlation and causation. Students will explore techniques for visualizing both quantitative and qualitative data. This course will prepare students with the skills to derive business insights and make meaningful inferences from data sets.

Prerequisite: QMB 3300 Introduction to Data Visualization

QMB 4900 Data Analytics Capstone

3 credits, 60 hours

This course allows students to demonstrate their skills and techniques for analyzing generalized business data to provide support for business planning. It places focus on planning an end-to-end business analytics process; platform, database, and analytical tool usage; processing and analyzing data; quality assurance and regulatory adherence; preparing data for consumption; and visualization creation to help guide business decision-making.

Prerequisite: Expected to be the final upper-level core course completed

Delete the existing course descriptions and replace with the following:

CIS 1175C Fundamentals of Hardware and Software II

This course is a continuation of Fundamentals of Hardware and Software I and helps prepare students to take the CompTIA A+ certification exams. This course will focus on operating systems, security, mobile devices, and troubleshooting. Using the Windows operating system, students will learn how to set up networking, printers, tablets, file sharing, and troubleshoot problems related to

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the same. Operating system security and methods to prevent intrusion will be discussed. Concepts of virtualization, desktop imaging, and deployment will be introduced.

Prerequisite: Fundamentals of Hardware and Software I

CJE 1233 Drugs and Crime

40 hours, 4 credits

The course will focus on the impact of state and federal legislation and law enforcement policies concerning various classifications of illegal drug and alcohol abuse and the related impact on biology, psychology and sociology. Significant trends relating to the connection between drugs, mental health, crime and the criminal justice system will be identified. Specific strategies aimed to reduce or prevent the manufacture and sale of illegal drugs and related criminal activity will be described. In addition, the policies of corrections in the areas of diversion, treatment, rehabilitation, recidivism and public health will be discussed and explored.

Prerequisite: CCJ 1000 Introduction to Criminal Justice or HUS 1001 Introduction to Human Services

COP 4683C Apple iOS Cloud Integration

40 hours, 4 credits

This course focuses on the development of iOS mobile applications that access cloud computing resources. Students will explore a software development kit (SDK) available from a commercial cloud vendor, demonstrate a mastery of a cloud mobile SDK, and incorporate cloud platform functionality into a working iOS mobile application.

Prerequisite: COP 4309C Apple iOS Programming II

COP 4777C Universal Windows Applications Cloud Integration

40 hours, 4 credits

This course focuses on the development of Universal Windows mobile applications that access cloud computing resources. Students will explore a mobile software development kit (SDK) available from a commercial cloud vendor, demonstrate a mastery of a cloud mobile SDK, and incorporate cloud functionality into a working Universal Windows mobile application.

Prerequisite: COP 4474C Universal Windows Applications Programming II

CTS 4623C Advanced Cloud Computing Technologies

40 hours, 4 credits

This course will provide students with an in-depth understanding of computing technologies and services for enterprise level application deployment projects. The course will focus on practical aspects of cloud based application architecture and deployment methodologies. Topics include application scalability principles, application performance and benchmarking tools, authentication and authorization security issues, cloud deployment platform

selection criteria, asset cataloging and management, and other advanced cloud deployment topics.

Prerequisite: CTS 3302C Fundamentals of Cloud Computing

NUR 1172 Nutritional Principles in Nursing

40 hours, 4 credits

This course introduces digestion, absorption, and metabolism. Emphasis is placed on the body's ability to meet basic health and wellness needs as it pertains to diverse clients across the life span as well as nutritional requirements for alterations in health. Students are introduced to nutrition and healthy eating, nutritional food plans and management, energy balance, life cycle and clinical nutrition, and diet therapy to prepare them to care for their client's nutritional needs.

Practical Nursing Diploma:

Pre-requisite: Admission to the Practical Nursing program

ADN and A-BSN entrance option:

Pre-requisite: BSC 2346 Human Anatomy & Physiology I

Pre- or co-requisite: BSC 2347 Human Anatomy and Physiology II

NUR 2092 Health Assessment

45 Hours, 4 credits

NUR 2092 Lecture (35 hours, 3.5 credits)

NUR 2092L Lab (10 hours, 0.5 credits)

This course focuses on client assessment and the formation of a nursing diagnosis with an emphasis on the evaluation of health risks and health education. This course is designed to develop the students' knowledge and skills for obtaining and recording a systematic, comprehensive health history and physical examination of the adult client. Opportunities will be presented that provide for the synthesis of nursing, biologic, psychological, and sociocultural knowledge and theories as they apply to the findings obtained in the comprehensive health assessment of adults. Interviewing and clinical examination skills will be utilized to gather and analyze data relevant to common health problems. A lab component is integrated within this course that will help the student demonstrate his or her health assessment skills.

Laboratory Component

The laboratory component of this course focuses on the acquisition of skill competencies to conduct systematic client assessments. Emphasis is on skills application, nursing history, system assessments, and documentation.

Prerequisite: Human Anatomy and Physiology I

Pre- or co-requisite: Human Anatomy and Physiology II

NUR 2162 Critical Analysis and Nursing Science

50 Hours, 4 Credits

NUR 2162 Lecture (35 Hours, 3.5 Credits)

NUR 2162LL Clinical (15 Hours, 0.5 Credits)

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This course examines the balance needed between the art and science of nursing and the delivery of compassionate holistic care. Students will develop critical reasoning and analysis skills supported by evidence-based research to study core frameworks, models, theories, and concepts that influence nursing practice such as health, alterations in health, wellness, illness, holism, caring, environment, self-care, diversity, interpersonal and team relationships, transitional care, nursing process, client safety and quality, ethics, standards of practice, and evidence-based clinical decision making. The history of nursing, nurse theorists, and present day presence and image will be investigated to gain an understanding about how they have influenced the discipline and health care. Having the opportunity to integrate theory, research, and practice students will begin to appreciate nursing's unique role in responding to and meeting the physical, behavioral, and psychological needs of society, the environment, diverse populations and communities, families, and clients.

Clinical Component

The clinical component of this course focuses on the demonstration of critical reasoning and analysis skills, evidence-based research, and the integration of basic theory, research, the nursing process, and standards and scope of professional nursing practice. Students collect pertinent information about the physical, behavioral, and psychosocial needs of a selected client to complete a nursing history.

Pre- or co-requisite: English Composition

NUR 2320 Nursing Ethics and Legal Issues 40 hours, 4 credits

This course provides the framework needed to critically investigate ethical and legal concepts, issues and regulations, their interconnecting relationships, and the ethical-legal-moral dilemmas that may occur in delivering safe, competent, and compassionate care in diverse healthcare settings. Legal issues and their underlying implications and ethical theories, values, and decision making processes will also be carefully examined. Selected cases reflecting problems where ethical and legal decisions affecting nursing practice, clients, and healthcare will be analyzed using legal-moral-ethical perspectives and approaches.

Pre- or co-requisite: NUR 3294 Essentials of Professional Nursing

NUR 2407 Pharmacology 100 Hours, 6 Credits

NUR 2407 Lecture (30 hours, 3 credits)

NUR 2407L Lab (40 hours, 2 credits)

NUR 2407LL Clinical (30 hours, 1 credit)

This course emphasizes the delivery and therapeutic aspects of medication administration justified by evidence-based findings. Learning activities integrate principles and demonstration of the use of critical thinking and judgment to assure safe and competent administration and delivery

of medications to include current rights of medication administration, dosage calculation, major drug classifications, and pharmacokinetics and pharmacodynamics inclusive of potential interactions with over the counter medications, herbals, and supplements. Students learn techniques to coach and mentor clients and their families regarding medications and their use and to understand the legal, ethical, and cultural aspects of taking medications. The course includes the impact of technological devices and systems, economics, and regulatory forces on medication delivery as well as strategies on how to best collaborate with the health care team.

Laboratory Component

The laboratory component of this course focuses on the demonstration of competence in medication preparation, routes and administration, dosage calculation, and legal/ethical documentation.

Clinical Component

The clinical component of this course provides an opportunity for students to use critical thinking skills and judgment to assess physiological and educational issues and the health outcomes of a client taking multiple medications including simulated cases where clients are experiencing adverse reactions to medications.

Prerequisite: Admission to a Nursing program; Human Anatomy and Physiology I; Algebra

Pre- or co-requisite: Human Anatomy and Physiology II; Introduction to Microbiology

NUR 3205 Applied Pathophysiology 40 hours, 4 credits

This course is designed to enhance the student's knowledge and understanding of pathophysiological concepts and processes related to human illness and disease. A client centered systems approach is used to explore the pathophysiology, etiology, risk factors, clinical presentation, and diagnostics of selected illness and disease. This course will aid the student's ability to develop sound nursing practice, critical reasoning abilities, and foster skills that provide safe, quality client care.

Pre or Co-Requisites:

RN to BSN entrance option: Admission to BSN Program

A-BSN entrance option: Prerequisite: Human Anatomy and Physiology I and Human Anatomy and Physiology II

NUR 3294 Essentials of Professional Nursing 105 Hours, 6 Credits

NUR 3294 Lecture (30 Hours, 3 Credits)

NUR 3294L Lab (30 Hours, 1.5 Credits)

NUR 3294LL Clinical (45 Hours, 1.5 Credits)

This course is designed for students to integrate the values and engage in professional nursing practice as generalists, become productive and effective staff members in a range of health care facilities, and have the ability and disposition to work in a care delivery discipline. This course incorporates critical thinking and analyses, integration of

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inter-disciplinary theories and concepts, and the nursing process as they are the framework from which evidence-based nursing care is delivered. Students will understand fundamental concepts and demonstrate professional attitudes and behaviors, basic nursing, therapeutic communication, and collaborative skills providing a sound foundation for more advanced and specialized areas of later clinical study and training. The intended outcome of this course is for students to learn how to practice as ethical, holistic, safe, competent, and compassionate caregivers who understand the needs and are able to care for diverse clients across the life span and populations with a range of acute, chronic, transitional, and emergency conditions/situations in a variety of settings from acute to long term care.

Laboratory Component

The laboratory portion of this course focuses on the application of critical thinking and judgment to deliver and document ethical, safe, competent holistic client care. Students demonstrate professional attitudes and behaviors; basic nursing care skills; and effective observation and communication, when demonstrating basic care skills.

Clinical Component

The clinical portion of this course focuses on professional nursing practice incorporating critical thinking and analyses, integration of inter-disciplinary theories and concepts, and the nursing process from a framework of evidence-based practice. Students demonstrate professional attitudes and behaviors, basic nursing care, therapeutic communication, and collaboration skills. Prerequisite: NUR2162 Critical Analysis and Nursing Science; NUR2092 Health Assessment
Pre or Co-requisite: NUR1172 Nutritional Principles in Nursing

NUR 3418 Introduction to Alternative and Complementary Therapies

40 hours, 4 credits

This course provides an introduction to the use of complementary and integrative therapies in health care. The goal is to provide the student with knowledge and experience in mind/body self-healing skills, multi-cultural integrative healthcare theories, practice environments and interventions that can be used safely and effectively. *RN to BSN entrance option:* Admission to BSN Program
A-BSN entrance option: Prerequisite: NUR 2407 Pharmacology

NUR 3463 Adult Health – Acute Care **150 Hours, 8 Credits**

NUR 3463 Lecture (40 Hours, 4 Credits)

NUR 3463L Lab (20 Hours, 1 Credit)

NUR 3463LL Clinical (90 Hours, 3 Credits)

This course focuses on providing holistic nursing care to adult clients experiencing acute physiological alterations in health. This course explores the physiological and

psychosocial factors that contribute to altered health states and their impact on clients and their families.

Emphasis is on the application of the nursing process and demonstrated refinement of nurse generalist clinical skills. Students gain experience in working with adults in acute care settings as well as working with the families of acutely ill individuals. Expectations of students will include demonstrating ethical and legally based practice using evidence-based clinical judgment/decisions. Students are also expected to practice collaboratively with other health care team members, and plan, implement, and evaluate comprehensive plans of care which encompass principles, practices, and associated standards related to pharmacology, nutrition, pathophysiology, health and wellness, diversity, and psychosocial aspects of care. Students will also provide client and family education individualized to specific client situations.

Laboratory Component

The laboratory portion of this course focuses on demonstrated refinement and advancement of nurse generalist clinical skills and the use of nursing process and clinical judgment, priority setting and legal and ethical boundaries and parameters.

Clinical Component

The clinical portion of this course focuses on providing safe competent holistic nursing care within ethical and legal parameters to adult clients experiencing acute physiological alterations in health. Students care for adults in acute care settings. Using evidence-based clinical judgment/decisions, students practice collaboratively with other health care team members to plan, implement, and evaluate, comprehensive plans of care and deliver and document this care. Students also provide discharge planning and client and family education. Prerequisites: NUR3294 Essentials of Professional Nursing; NUR2407 Pharmacology; NUR3205 Applied Pathophysiology

NUR 3508 Quality and Safety in Nursing Practice **40 hours, 4 credits**

This course focuses on the critical review of current quality and safety issues in healthcare and guidelines and systems impacting healthcare agencies. Topics include quality and safety issues in nursing and healthcare, QSEN competencies, Joint Commission Standards, and Magnet Status. Students will gain understanding of contemporary quality and safety standards and best practices for quality and safety initiatives in healthcare settings.

RN to BSN entrance option: Admission to BSN Program.
A-BSN: Prerequisite: NUR3294 Essentials of Professional Nursing.

NUR 3524 Adult Health – Chronic and Transitional Care **150 Hours, 8 Credits**

NUR 3524 Lecture (40 Hours, 4 credits)

NUR 3524L Lab (20 Hours, 1 Credit)

NUR 3524LL Clinical (90 Hours, 3 Credits)

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This course continues the exploration of providing holistic care for adult clients as they experience the trajectory of illness. In this course the focus is on chronic illness (multi-system complex health alterations) and transitional care within a framework of health promotion and disease prevention. Emphasis is on the application of the nursing process and demonstrated refinement of nurse generalist clinical skills particularly for clients who transition from and to acute to chronic care facilities or home and those at end of life and/or who require palliative care. Expectations of students will include demonstrating ethical and legally based practice using evidence-based clinical judgment/decisions.

Laboratory Component

The laboratory portion of this course continues the development and enhancement of clinical and case management skills with emphasis on clients with multisystem complex health alterations and the need for transitional care, particularly for clients who transition from and to acute to chronic care facilities or home and those at end of life and/or who require palliative care.

Clinical Component

The clinical portion of this course focuses on providing holistic nursing care to adult clients with chronic illnesses, those who move from acute to chronic care facilities or home and/or those at end of life and/or who require palliative care. Students practice ethically and legally using evidence-based clinical judgment/decisions to collaboratively work with other health care team members to develop, implement, and evaluate case management plans.

Prerequisite: NUR3463 Adult Health – Acute Care

Co-requisite: NUR3508 Quality and Safety in Nursing Practice

NUR 3655 Transcultural Nursing 40 hours, 4 credits

This course emphasizes the importance of recognizing and incorporating cultural beliefs and experiences of patients, families, and healthcare professionals within care settings. Topics include: comparative analysis of communication styles, fostering open communication, family roles, dietary preferences, safety and concerns associated with cultural beliefs, values, and practices of cultural norms, and the impact on healthcare practice. Nursing interventions that integrate and examine evidence-based practice related to various cultural beliefs will be discussed. The importance of incorporating a holistic approach in the care and treatment of the patient will be demonstrated within this course.

RN to BSN entrance option: Admission to BSN Program
A-BSN: Pre or Co-requisite: NUR2162 Critical Analysis and Nursing Science

NUR 3672 Parent Child Health 90 Hours, 5 Credits

NUR 3672 Lecture (30 Hours, 3 Credits)

NUR 3672LL Clinical (60 Hours, 2 Credits)

This course focuses on the knowledge, skills, and abilities needed to holistically care for clients and their families during childbearing and childrearing. This course spans pregnancy, labor and delivery, post-partum, care for the newborn and neonate as well as including the pediatric client. The course also incorporates assessment of family structure, function and dynamics, and specialized concerns of childbearing women and their families. Emphasis is on the care of children with both acute and chronic alterations in health. Students will have an opportunity to explore selected high risk situations. Attention however will be focused on normal physiology, pathophysiology, psychosocial adaptation, biological-behavioral growth, genetics, and the unique needs of reproducing families as the basis for assessment and clinical decision-making. Students will use the clinical skills and judgment gained from previous courses to care for these special populations and to preserve, promote, and restore the healthy status of the family and its members.

Clinical Component

The clinical portion of this course focuses on the application of student knowledge, skills, and abilities needed to holistically care for clients and their families during childbearing and childrearing. Students will use the clinical skills and judgment gained from previous courses to care for these special populations and to preserve, promote, and restore the healthy status of the family and its members.

Prerequisite: Human Growth and Development

Pre or Co-requisite: NUR3463 Adult Health-Acute Care

NUR 4005 Dimensions of Mental and Behavioral Health 100 Hours, 6 Credits

NUR 4005 Lecture (40 Hours, 4 Credits)

NUR 4005LL Clinical (60 Hours, 2 Credits)

This course emphasizes the concepts and application of therapeutic communication, and therapeutic use of self within the nurse-client relationship. This course assists students in learning how to holistically care for clients across the life span who are experiencing mental, emotional, and behavioral health issues. Techniques and strategies are provided to support clients and their families in achieving optimal levels of wellness. Consideration is given to the legal, ethical, cultural, and spiritual influences that impact mental, emotional, and behavioral issues.

Clinical Component

The clinical portion of this course focuses on therapeutic communication; the legal, ethical, cultural and spiritual influences on mental and behavioral health; collaborative teamwork, and, therapeutic use of self within the nurse-client relationship. Students care for clients across the life span who are experiencing mental, emotional, and behavioral health conditions, with the goal of supporting

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clients and their families to achieve optimal levels of wellness.

Prerequisites: NUR3463 Adult Health – Acute Care;

General Psychology

Pre or Co-requisite: NUR3524 Adult Health – Chronic and Transitional Care

NUR 4187 Public, Family, and Community Health

100 Hours, 6 Credits

NUR 4187 Lecture (40 Hours, 4 Credits)

NUR 4187LL Clinical (60 Hours, 2 Credits)

This course provides an overview of concepts and theories related to public, family, and community health nursing. In this course, the role of the professional nurse in sustaining, restoring, and promoting health among diverse populations and communities is explored. Topics include core functions and essentials of public health, health screening, promotion and injury prevention, population focused practice, community assessment, and interdisciplinary collaboration. Principles of epidemiology and the influence of factors impacting the health and the well-being of local and global communities are incorporated. This course provides students the opportunity to demonstrate critical thinking and collaborative communication using community and other assessment tools to improve health outcomes.

Clinical Component

The clinical portion of this course focuses on the role of the professional nurse in sustaining, restoring, and promoting health among diverse populations and communities. Students participate in experiences in public and community health, population focused practice, and home health. They also conduct health screening and community assessment, develop promotion and injury prevention resources, and are involved in interdisciplinary collaboration to improve health outcomes.

Prerequisites: NUR3524 Adult Health – Chronic and Transitional Care; NUR4005 Dimensions of Mental and Behavioral Health; General Psychology.

NUR 4201 Leadership, Management, and Professional Development

90 Hours, 5 Credits

NUR 4201 Lecture (30 Hours, 3 Credits)

NUR 4201LL Clinical (60 Hours, 2 Credits)

This course explores leadership theories and concepts that impact the professional role of nursing. This course emphasizes holistic nursing leadership that promotes a culture of advocacy, safety, and quality through individual and team performance. Students will develop knowledge related to improvement priorities in the work environment that will encourage organizational excellence. Additional topics include use of leadership styles, decision making, managing planned change, delegation, conflict resolution, communication, finance, healthcare policy, legal issues, and evaluation.

Clinical Component

The clinical portion of this course focuses on understanding the scope and impact of holistic leadership and management roles and responsibilities of a professional nurse in a generalist role working in an organizational setting. Students demonstrate knowledge and skills that center on the organization, cultures of safety and quality, improvement priorities, change management, best practice, communication, delegation, collaboration and team performance, with the goal of achieving organizational excellence.

Prerequisites: NUR 4187 Public, Family, and Community Health; NUR 3672 Parent Child Health; NUR 4232

Integration of Evidence-Based Practice and Research in Nursing

NUR 4232 Integration of Evidence-Based Practice and Research in Nursing

40 hours, 4 credits

This course is designed to support the baccalaureate nurse scholar who contributes to the science of nursing practice by translating current evidence into practice. Students study the use of evidence-based practice models to identify practice issues, search and critique published research, and propose creative, innovative, and evidence-based solutions to clinical practice problems. Emphasis is on developing an understanding of research and using evidence to improve professional nursing practice.

RN to BSN entrance option: Prerequisite: NUR3508 Quality and Safety in Nursing Practice

A-BSN entrance option: NUR3508 Quality and Safety in Nursing Practice

NUR 4392 Professional Nursing Integration

100 Hours, 4 Credits

NUR 4392 Lecture (10 Hours, 1 Credit)

NUR 4392LL Clinical (90 Hours, 3 Credits)

This course is designed to promote student responsibility and accountability by having them comprehensively apply the knowledge and skills they have gained in the program. This course focuses on critical examination, synthesis, and evaluation of professional nursing care with individual clients and families representing diverse populations and settings. Emphasis is on mastering theoretical concepts, applying research findings, strengthening skill competency, and developing clinical leadership capabilities. Also included is discussion of contemporary issues and trends in nursing, and how they are influencing the demand for and delivery of current and future health care.

Clinical Component

The clinical portion of this course focuses on synthesis and evaluation of professional nursing care delivered to clients and their families representing diverse populations and settings. Students are expected to demonstrate mastery in integrating and applying theoretical concepts, critical judgment, and evidence-based practice to demonstrate leadership and skill competency in their provision of safe competent holistic care.

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Prerequisite: Must be taken in the last quarter of the Nursing Program.

Co-Requisite: NUR4201 Leadership, Management, and Professional Development

NUR 4455 A-BSN Capstone

60 Hours, 4 Credits

NUR 4455 Lecture (20 Hours, 2 Credits)

NUR 4455L (40 Hours, 2 Credits)

This course is designed to provide students with the opportunity to synthesize and comprehensively apply and integrate theoretical and clinical experiences from their previous nursing courses. Students will use critical thinking skills and evidence-based practice to promote client centered nursing care that encompasses quality and safety. Students will plan and implement a project consistent with the professional standards of the baccalaureate nurse essentials and QSEN competencies. The capstone promotes role transformation, critical thinking and analysis, and clinical competence at the BSN preparation level.

Laboratory Component

The laboratory portion of this course focuses on the completion of an evidence-based clinical project showcasing BSN Essentials and QSEN competencies; reflection on, analysis, and evaluation of Professional ePortfolio content; strategies for continuing competence and lifelong learning; and Comprehensive Predictor assessment and preparation for professional licensure. Pre or Co-requisite: NUR4201 Leadership, Management, and Professional Development; and must be taken in the final quarter of the Nursing Program.

NUR 4529 Public Health and Community Nursing

40 hours, 4 credits

This course provides an overview of concepts and theories related to public health and community health nursing. Topics include core functions and essentials of public health, health promotion and prevention, population focused practice, community assessment, and interdisciplinary collaboration to meet diverse client needs in diverse settings.

Prerequisites: NUR 3655 Transcultural Nursing; NUR 4232 Integration of Evidence-Based Practice and Research in Nursing

NUR 4773 Leadership and Management in Nursing

40 hours, 4 credits

This course explores leadership and management theories and concepts in nursing. Emphasis will be placed on nursing leadership roles in safety and improvement priorities in the work environment that will encourage organizational excellence. Additional topics include leadership styles, decision making, planned change, conflict resolution, communication, and outcome management/evaluation. Further focus will be placed on

pertinent legal issues faced by nursing leaders and analysis of the current research pertinent to management.

Prerequisites: Successful completion of all other BSN courses

Co-requisite: NUR 4909 Nursing Capstone

NUR 4870 Nursing Informatics

40 hours, 4 credits

This course integrates nursing science, information science, computer science, and cognitive science to acquire, process, design, and disseminate knowledge. The student will explore the use of information technology applications used by health care professionals to support the delivery of health care. Students will discuss the impact informatics has on the delivery of care including: efficiency and productivity, patient safety, and confidentiality.

RN to BSN and A-BSN entrance options: Prerequisite: NUR3508 Quality and Safety in Nursing Practice

Pre or Co-requisite: NUR4232 Integration of Evidence-Based Practice and Research in Nursing

PHT 2500 Physical Therapist Assistant Clinical I

220 hours, 8 credits

This course is designed to allow for application of fundamental material learned in the classroom in the physical therapy healthcare environment. Additionally, this course will include an emphasis on coursework that focuses on topics such as documentation, data collections, theory, clinical judgment and utilization of the medical record. Students will experience Physical Therapist Assistant interventions, prioritizing responsibilities in a changing environment, applying ethical and professional behaviors as well as interaction within the PT/Physical Therapist Assistant team. Upon completion of this course, the student should have a full understanding of the role of the Physical Therapist Assistant and PT/Physical Therapist Assistant team in the clinical environment.

Prerequisites: Physical Therapist Assistant Fundamentals, Principles of Musculoskeletal Physical Therapy-Lower Quarter, Principles of Musculoskeletal Physical Therapy-Upper Quarter, Principles of Neuromuscular Physical Therapy, Introduction to Evidence-Based Practice and Therapeutic Interventions

PHT 2700 Physical Therapist Assistant Clinical II

370 hours, 13 credits

In this clinical course, the student will learn and apply advanced strategies in developing a therapeutic alliance with clients/patients. Students will determine how to utilize health information technology, making decisions about appropriate use within the clinical environment. Students will be prepared for moral reasoning, resolving conflict and effective decision-making while practicing under the supervision of a physical therapist. Upon completion of this course, the student will be prepared for entry level practice as a physical therapist assistant.

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Prerequisites: All major and core courses

Co-requisite: Physical Therapist Assistant Capstone

PRN 1086 Introduction to Practical Nursing
20 hours, 2 credits

This course introduces the student to key concepts of practical nursing. The student will be exposed to the practical nursing expectations and scope of practice in diverse healthcare settings. Also included are aspects of client-centered care based upon evidence and quality. The concept-based framework is introduced, with special emphasis on teamwork, communication, safety, and nursing informatics. Students will be introduced to the knowledge, skills, and attitudes needed to practice safely in the nursing profession.

Pre-Requisite: Admission to the Practical Nursing Program

PRN 1192 Fundamentals of Practical Nursing
112.5 hours, 6 credits

PRN 1192 Lecture (30 hours, 3 credits)

PRN 1192L Lab (15 hours, .75 credits)

PRN 1192LL Clinical (67.5 hours, 2.25 credits)

This course is comprised of a theory, lab, and clinical component where students apply the fundamental concepts and nursing abilities required to meet basic health and wellness needs. The theoretical basis for nursing judgment, client-centered care, growth and development, and basic physiological concepts are presented. Emphasis is placed on knowledge, skills, and attitudes needed to provide safe, quality care for a diverse set of clients across the lifespan. Special emphasis is placed on teamwork, communication, and nursing informatics as it pertains to the healthcare infrastructure. The student must demonstrate proficiency in a variety of nursing skills in order to successfully complete this course.

Pre-requisite: Admission to the Practical Nursing Program

Pre- or co-requisite: PRN 1086 Introduction to Practical Nursing

PRN 1245 Practical Nursing I
110 hours, 6 credits

PRN 1245 Lecture (32.5 hours, 3.25 credits)

PRN 1245L Lab (10 hours, .5 credits)

PRN 1245LL Clinical (67.5 hours, 2.25 credits)

This course is comprised of a theory, lab, and clinical component where students are building on the functional ability and nursing judgment required to meet basic health and wellness needs. The theoretical bases for education and health promotion, as well as pain management, are presented. The student must demonstrate increasing proficiency in the knowledge, skills, and attitudes needed to provide, safe, quality care for diverse clients across the lifespan in order to successfully complete this course.

Prerequisite: PRN 1192 Fundamentals of Practical Nursing

Pre- or co-requisites: PRN 1356 Basic Pharmacology;

NUR 1172 Nutritional Principles in Nursing

PRN 1356 Basic Pharmacology

40 hours, 3 credits

PRN 1356 Lecture (20 hours, 2 credits)

PRN 1356L Lab (20 hours, 1 credit)

This course is comprised of a theory and lab component where students acquire knowledge, skills, and attitudes to safely and effectively provide pharmacologic therapies to patients. Theoretical emphasis is placed on absorption, distribution, metabolism, and excretion, as well as the current "rights of medication administration," and basic dosage calculation.

The course builds upon critical thinking concepts and nursing judgment to ensure basic safety in the administration of medications at a beginning practical nurse skill level.

Pre- or co-requisite: PHA 1500 Structure and Function of the Human Body; MAT 1222 Algebra

PRN 1417 Practical Nursing II

110 hours, 6 credits

PRN 1417 Lecture (32.5 hours, 3.25 credits)

PRN 1417L Lab (10 hours, .5 credits)

PRN 1417LL Clinical (67.5 hours, 2.25 credits)

This course is comprised of a theory, lab, and clinical component where students are building on the fundamental concepts and nursing abilities developed in Practical Nursing I. Understanding the theoretical basis for nursing judgment, as it relates to communication and teamwork in the clinical setting, is required for successful completion of this course. The student must also demonstrate increasing proficiency in knowledge, skills, and attitudes necessary to provide, safe, quality care for diverse clients across the lifespan.

Pre-requisite: PRN 1245 Practical Nursing I

PRN 1486 Gerontologic Nursing

30 hours, 3 credits

This course is comprised of a theory component where students acquire knowledge, skills, and attitudes to safely and effectively support the functional ability of the aging adult. This course builds on concepts required to meet basic health and wellness needs that are specific to the aging adult. Students are expected to apply nursing judgment and critical thinking to principles presented in this course throughout concurrent and future nursing lab and clinical experiences.

Prerequisite: PRN 1192 Fundamentals of Practical Nursing

Pre- or co-requisites: PRN 1356 Basic Pharmacology;

NUR 1172 Nutritional Principles in Nursing

PRN 1555 Psychosocial Nursing

55 hours, 4 credits

PRN 1555 Lecture (32.5 hours, 3.25 credits)

PRN 1555LL Clinical (22.5 hours, .75 credits)

This course consists of both a theory and clinical component that focuses on the care of an individual client with mental health and behavioral disorders across the

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lifespan in a variety of clinical settings. Emphasis is placed on concepts such as motivational wellness, psychosocial integrity, addiction, and abuse. The theoretical basis for complementary and alternative medicine, as it applies to pharmacologic therapies in this setting, will be examined. The student must achieve proficiency in a variety of nursing skills and attitudes, inclusive of psychomotor skills and affective interactions in the clinical setting, in order to successfully complete this course.

Pre-requisite: PRN 1245 Practical Nursing I

PRN 1648 Practical Nursing III

115 hours, 6 credits

PRN 1648 Lecture (30 hours, 3 credits)

PRN 1648L Lab (10 hours, 0.5 credit)

PRN 1648LL Clinical (75 hours, 2.5 credits)

This course is comprised of a theory, lab, and clinical component where students are completing their development of the fundamental concepts and nursing abilities required for the practical nursing role. Key topics covered include neurological abnormalities, cellular regulation, holistic therapy and crisis/disaster preparedness. This course will continue to build on previously learned concepts. The student must also demonstrate proficiency in all knowledge, skills, and attitudes necessary to provide, safe, quality nursing care.

Pre-requisite: PRN 1417 Practical Nursing II

PRN 1932 Family Nursing

60 hours, 4 credits

PRN 1932 Lecture (30 hours, 3 credits)

PRN 1932LL Clinical (30 hours, 1 credit)

This course consists of both a theory and clinical component that focus on the knowledge, skills, and attitudes required to function in the appropriate role of the practical nurse in a family health clinic or similar environment. Emphasis is placed on reproduction as well as growth and development. The theoretical basis for complementary and alternative medicine, in conjunction with specific pharmacologic therapies for these clients will be introduced. Students are required to apply all previously introduced concepts. The student must achieve proficiency in a variety of nursing skills and attitudes, inclusive of psychomotor skills and affective interactions in the clinical setting, in order to successfully complete this course.

Pre-requisite: PRN 1417 Practical Nursing II

Pre- or co-requisite: PRN 1555 Psychosocial Nursing

PRN 1971 Practical Nursing Capstone

20 hours, 2 credits

This course reflects on the student's journey through the Practical Nursing Program, prepares the student for licensure, and guides the student on transition to practice. The concept-based framework is reviewed, along with the fundamental QSEN Core Competencies. Students will delve into the knowledge, skills, and attitudes needed to

successfully complete the licensure exam and safely transition to a beginning graduate practical nurse role.

Pre- or co-requisite: PRN 1648 Practical Nursing III

Change the pre- and/or co-requisite statements for the following courses as indicated:

CDA 3315C Fundamentals of Enterprise Architecture

Prerequisites: COP 1532C Database Fundamentals for Programmers; COP 1350C C++ Programming

Additional prerequisite course for Computer Science Bachelor's Degree: CGS 1820C Introduction to HTML

CDA 3428C Fundamentals of Distributed Application Architecture

Prerequisite: CDA 3315C Fundamentals of Enterprise Architecture

CDA 3515C Information Technology Systems Analysis

Pre- or co-requisite: CNT 1244C Introduction to Networks

CIS 2315C Fundamentals of Ethical Hacking

Prerequisite: CET 2660C Networking Security; CTS 2321 Linux Administration

CIS 3436C IT Security for Managers

Prerequisite: CET 2660C Networking Security

CIS 3801C Fundamentals of Mobile Web Application Development

Prerequisite: CDA 3315C Fundamentals of Enterprise Architecture

CIS 3917C Fundamentals of Distributed Database Management

Prerequisite: CDA 3315C Fundamentals of Enterprise Architecture

CIS 4039 Auditing Information Technology Infrastructure

Prerequisite: CIS 3257 Legal and Security Issues

CIS 4137 Access Controls, Authentication, and PKI

Prerequisite: CIS 3257 Legal and Security Issues

CIS 4793C Database Implementation Strategies for Programmers

Prerequisite: CDA 3315C Fundamentals of Enterprise Architecture

CIS 4836C Web Analytics

Prerequisite: CDA 3315C Fundamentals of Enterprise Architecture

CNT 3348 Infrastructure and Hardware

Prerequisite: CIS 1648C Hardware and Software II

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COP 1350C C++ Programming

Software Application Development Associate's Degree:

Prerequisite: COP 1044C Introduction to Object-Oriented Programming

Computer Science Bachelor's Degree:

Prerequisite: None

CTS 2383C Microsoft Windows Server

Prerequisite: CTS 1175C Fundamentals of Hardware and Software II

CTS 3302C Fundamentals of Cloud Computing

Prerequisite: CDA 3315C Fundamentals of Enterprise Architecture

EEC 4000 Early Childhood Education: Environments and Play Theory

Prerequisite: None

EEC 4010 Early Childhood Language and Literacy Learning

Prerequisite: None

EEC 3007 Organizational Management in Early Childhood Education

Prerequisite: EEC 3005 Communications and Connection for Early Childhood Professionals

EEC 4022 Ethics and Leadership in Early Childhood Education

Prerequisite: EEC 3007 Organizational Management in Early Childhood Education

GRA 3792C Web Content Management Systems

Prerequisite: GRA 3972C Information Architecture for Web

HSA 1022 Foundations of Medical Administration

Pre- or co-requisite: HSC1531 Medical Terminology

HUS 4450 Human Services Capstone II

Prerequisites: HUS 3000 Ethics and Professionalism in Human Services; HUS 4130 Research Methodology; expected to be the final upper-level core course completed

ISM 3110C Information Technology Project Management Tools

Prerequisite: CTS 2511 Excel

MAN 3429 Modern Human Resource Management

Prerequisite: None

MEA 2820 Medical Assisting Capstone

Corequisite: MEA 2895 Medical Assisting Experiential Externship or MEA 2976 Medical Assisting Professional Externship; Expected to be the final lower-level core course completed

MLT 1245 Clinical Chemistry I

Pre-requisites: PHA 1500 Structure and Function of the Human Body; Algebra

MLT 1377 Hematology I

Prerequisite: PHA 1500 Structure and Function of the Human Body

MLT 1448 Clinical Microbiology I

Prerequisite: PHA 1500 Structure and Function of the Human Body

MLT 1485 Urinalysis

Prerequisite: PHA 1500 Structure and Function of the Human Body

MLT 1728 Introduction to Chemistry

Prerequisite: None

NUR 2284 Health, Wellness, and Self Care

Prerequisite: Admission to the BSN Program

NUR 3177 Comprehensive Health Assessment

Prerequisite: NUR 3508 Quality and Safety in Nursing Practice

Pre or Co-Requisite: NUR 3205 Applied Pathophysiology

NUR 3816 Dimensions of Professional Nursing

Prerequisite: Admission into the Nursing Program

NUR 4909 Nursing Capstone

Prerequisites: Successful completion of all other BSN courses and/or

Co-requisite: NUR 4773 Leadership and Management in Nursing

PHT 1000 Physical Therapist Assistant Fundamentals

Corequisites: HSC 1531 Medical Terminology; BSC 2346 Human Anatomy and Physiology I

PHT 1100 Introduction to Evidence-Based Practice and Therapeutic Interventions

Prerequisites: PHT 1000 Physical Therapist Assistant Fundamentals; HSC 1531 Medical Terminology; BSC 2346 Human Anatomy and Physiology I

PHT 1200 Principles of Musculoskeletal Physical Therapy – Lower Quarter

Prerequisites: PHT 1000 Physical Therapist Assistant Fundamentals; HSC 1531 Medical Terminology; BSC 2346 Human Anatomy and Physiology I

PHT 1300 Principles of Musculoskeletal Physical Therapy – Upper Quarter

Prerequisites: PHT 1000 Physical Therapist Assistant Fundamentals; HSC 1531 Medical Terminology; BSC 2346 Human Anatomy and Physiology I

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PHT 2000 Principles of Neuromuscular Physical Therapy

Prerequisites: PHT 1200 Principles of Musculoskeletal Physical Therapy-Lower Quarter; PHT 1300 Principles of Musculoskeletal Physical Therapy-Upper Quarter

PHT 2600 Physical Therapy Practice Across the Lifespan

Prerequisites: PHT 2000 Principles of Neuromuscular Physical Therapy, PHT 1100 Introduction to Evidence-Based Practice and Therapeutic Interventions

PHT 2650 Physical Therapy Practice for Special Populations

Prerequisites: PHT 2000 Principles of Neuromuscular Physical Therapy, PHT 1100 Introduction to Evidence-Based Practice and Therapeutic Interventions

PHT 2800 Physical Therapist Assistant Capstone

Prerequisites: All major and core courses
Corequisite: PHT 2700 Physical Therapist Assistant Clinical II

PTN 1146 Pharmacy Calculations

Prerequisite: PTN 1009 Foundations of Pharmacy Practice

PTN 1454 Sterile and Non-Sterile Compounding

Prerequisite: PTN 1146 Pharmacy Calculations;
Pre- or co-requisite: PTN 1237 Pharmacology for Technicians

RTE 2700 Radiologic Technology Practicum II

Prerequisite: RTE 2600 Radiologic Technology Practicum I; successful completion of all Radiologic Technology program core courses except RTE 2800 Radiologic Technology Practicum III, and E242 Career Development

RTE 2800 Radiologic Technology Practicum III

Prerequisite: RTE 2700 Radiologic Technology Practicum II
Corequisite: RTE 2900 Radiography Technology Capstone

RTE 2900 Radiography Technology Capstone

Prerequisite: Successful completion of all other Radiologic Technology program core courses
Corequisite: RTE 2800 Radiologic Technology Practicum III

ACADEMIC INFORMATION AND COLLEGE POLICIES

Admissions and Enrollment Procedures (pg. 95)

Delete the following bullet:

- All financial arrangements are complete, submitted and verified

Background Checks (pg. 96)

Delete and replace the entire policy with the following:

For some programs, Rasmussen College requires entrants or students to pass a background check for admission. An additional background check may be required during program enrollment prior to practicum or clinical placement. Note that "passing" a criminal background check for the purpose of program acceptance or practicum or clinical placement is determined by Rasmussen College, in its sole discretion. The background check is designed to alert entrants and students to issues that may impair their ability to complete clinical, externship or practicum activities or to obtain employment upon graduation. The background check is also designed to prevent the accumulation of unnecessary student loan debt.

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

check may also be required prior to practicum or clinical placement depending on site requirements.

- Bachelor of Science in Nursing – Standard Entrance A-BSN
- Bachelor of Science in Nursing – Second Degree A-BSN
- Criminal Justice
- Early Childhood Education
- Health and Wellness
- Health Information Management
- Health Information Technician
- Health Sciences Associate's with Pharmacy Technician Specialization
- Healthcare Management
- Human Services
- Law Enforcement
- Law Enforcement Academic
- Law Enforcement Skills
- Medical Billing and Coding
- Paralegal
- Pharmacy Technician Certificate

The following programs require a general background check for admission in all states except Minnesota. An additional general background check may also be required prior to practicum or clinical placement depending on site requirements. In Minnesota, these programs require a Minnesota Department of Human Services background check for admission and annually throughout enrollment.

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- Health Sciences Associate's with General Specialization
- Health Sciences Associate's with Medical Assisting Specialization
- Medical Assisting Diploma
- Medical Laboratory Technician
- Physical Therapist Assistant
- Practical Nursing
- Professional Nursing
- Radiologic Technology
- Surgical Technologist

At the Moorhead, Minnesota campus, the following programs require a general background check for admission. An additional general background check may also be required prior to practicum or clinical placement depending on site requirements. These programs at the Moorhead, Minnesota campus also require a Minnesota Department of Human Services background check for admission and annually throughout enrollment.

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

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

- Law Enforcement
- Law Enforcement Academic
- Law Enforcement Skills

In Florida, the following programs require a Florida Department of Law Enforcement (FDLE) background check in addition to the general background check for admission. An additional general background check and/or FDLE background check may also be required prior to practicum or clinical placement depending on site requirements.

- Bachelor of Science in Nursing – Standard Entrance A-BSN
- Bachelor of Science in Nursing – Second Degree A-BSN
- Practical Nursing
- Professional Nursing

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

General Criminal and FDLE Background Check Process (pg. 96)

Delete and replace the entire policy with the following:

Entrants enrolling or students preparing for practicum or clinical experiences in any of the general criminal background check programs will agree to the terms and conditions of the background check process as part of placing the order through the vendor. Entrants enrolling or students preparing for practicum or clinical experiences in any of the FDLE background check designated programs must complete and return to the College a VECHS Waiver Agreement and Statement.

If the background check reveals any history, Rasmussen College will individually assess the entrant's or student's result to determine whether the entrant or student is eligible to start the program or qualify for practicum or clinical placement.

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

A pre-adverse action letter informs the entrants or students that the College is about to take adverse action by not allowing the entrant to enroll in a certain program, not allowing the student to continue in a practicum or clinical placement, or removing a student from the College, based on the background check results. After receiving a pre-adverse letter the student may contact the background check firm directly to dispute the information contained in the background check. Within seven days of sending the pre-adverse action letter the College will send an adverse action letter indicating the action to be taken.

If the entrant or student wishes to appeal an adverse decision, a written appeal should be submitted following the instructions provided with the adverse action letter. The College will review the appeal and issue a final decision. A denied appeal may cause the entrant or student to become ineligible for enrollment in any program requiring a background check or in any program offered by the College.

An entrant enrolling in a program requiring a general or FDLE background check may begin attending if the general or FDLE background check is in progress, but not complete, at the start of the entrant's first academic period of enrollment. This provision of this policy does not apply to the Physical Therapist Assistant Associate's degree program whose entrants must have completed the background check process in its entirety, including any

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required appeal process, before being accepted and starting the program.

If the entrant begins attending while the general or FDLE background check is in progress and is subsequently issued an adverse action letter and chooses not to appeal, then the entrant will be withdrawn and any tuition and fees billed will be credited.

If the entrant begins attending while the general or FDLE background check is in progress and is subsequently issued an adverse action letter, chooses to appeal, and the appeal is denied, then the entrant has the option to complete general education courses already started for the cost of the course technology and resources fee and book fee(s). Any tuition or programmatic administrative fees billed will be credited.

If at the end of the entrant's first academic period of enrollment the general or FDLE background check process is still in progress, the entrant may not continue into a second academic period and will be withdrawn until future enrollment eligibility can be determined.

An entrant enrolling in a program that requires a background check will not have his/her financial aid submitted until the entrant is determined to be eligible through a clear to proceed memo. This process may delay an entrant's funding until the general or FDLE background check process is complete.

A student who is required to submit to a general or FDLE background check as a condition of practicum or clinical placement during active enrollment who is subsequently denied continued enrollment as a result of the background check will receive no refunds or credits greater than what is allowed by the institution's refund policy for any tuition and fees previously billed or paid.

An entrant or student whose appeal has been denied has the right to file one request for reconsideration to regain future enrollment eligibility, but must provide supplemental or additional information not previously available to support such a request for reconsideration.

Minnesota Department of Human Services Background Check Process (pg. 96)

Delete and replace the entire policy with the following:

An entrant enrolling in any of the MDHS designated programs or a student ordering an annual renewal MDHS background check will review and accept the MDHS Privacy Notice as part of the order process.

An entrant enrolling in a program that requires an MDHS background check will not have his/her financial aid submitted until the student is determined to be eligible

through a clear to proceed memo issued by Rasmussen College. This process may delay a student's funding until the background check process is complete.

An entrant who receives an MDHS yellow letter after ordering an initial MDHS background check may attend class for one quarter while the MDHS finalizes its decision. If the MDHS has not finalized its decision by the end of the entrant's first quarter of enrollment, the entrant will be withdrawn from the College and any tuition and fees billed for the first quarter of attendance will be credited. If the MDHS finalizes its decision with a blue clearance letter after the withdrawal, the entrant will be eligible for reentry/reenrollment for the next subsequent start date. This provision of this policy does not apply to the Physical Therapist Assistant Associate's degree program whose entrants must have completed the background check process in its entirety before being accepted and starting the program.

A student in School of Health Science programs who receives an MDHS yellow letter after ordering an annual renewal MDHS background check will be withdrawn from the College if the MDHS has not finalized its decision with a blue clearance letter by the end of the quarter in which the background check order was placed.

A student in School of Nursing programs who receives an MDHS yellow letter after ordering an annual renewal MDHS background check will be allowed to continue in the program with the yellow letter, but accepts that clinical placement may not be possible with this status, which may lead to withdraw from the program if clinical placement is not possible.

An entrant or student who receives an MDHS disqualification will be withdrawn from the College. An entrant who chose to be attending while the initial MDHS background check was in process and was subsequently withdrawn due to an MDHS disqualification has the option to complete general education courses already started for the cost of the course technology and resources fee and book fee(s). Any tuition or programmatic administrative fees billed will be credited. A student who receives an MDHS disqualification during the annual renewal MDHS background check process will receive no refunds or credits greater than what is allowed by the institution's refund policy for tuition and fees previously billed or paid.

An entrant or student who receives an MDHS disqualification may choose to apply for a Commissioner's Reconsideration with the MDHS. If the Commissioner sets aside the disqualification, Rasmussen College will allow the student to attempt to qualify for reentry/reenrollment for the next subsequent start date.

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School of Nursing and the School of Health Sciences Entrance Exam (pg. 96)

Delete and replace the title of this section, and the first sentence, with the following:

School of Nursing and School of Health Sciences Entrance Exam (TEAS)

Applicants who have successfully completed College entrance placement requirements for the College will be given access by admissions to the online registration process for the School of Health Sciences and School of Nursing Entrance Exam (TEAS).

Technical Requirements

(new section under **Admissions and Enrollment Procedures** (pg. 95-98))

The college has minimum technical requirements for all students as defined by the "Rasmussen College Minimum Technical Requirements" policy in the College Catalog.

For some programs, Rasmussen College requires the use of a specific locked web browser and/or webcam monitor to administer online quizzes and/or exams (examinations). A locked browser prevents you from printing, copying, going to another URL, or accessing other applications during the examination. The following programs require applicants/students to possess and maintain a computer that meets additional technical specifications, outlined in item 4 of the above named policy:

- Physical Therapist Assistant Associate's Degree
- Practical Nursing Diploma
- Professional Nursing Associate's Degree
- Bachelor of Science in Nursing Degree (Standard Entrance Option and Second Degree Entrance Option)

To know if your course(s) will be utilizing either of these software applications, please refer to the course syllabus. Examinations in applicable courses will be completed on a student-provided computer and will require the use of Respondus Lockdown Browser and Monitor. This software is free to download and use on your computer. Immediately before and during an examination, the use of a webcam will be necessary. The webcam will be used to record completion of the examination and will be required to capture the following: a student photograph, proof of federal or state photo identification, and a scan of surroundings. If you do not have a webcam, one can be purchased through the Rasmussen College Bookstore.

Applying for Admission to the Computer Science Bachelor's Degree (pg. 97)

Delete and replace the tenth bullet with the following:

- Students who are not transferring successfully completed C++ Programming, Database Fundamentals for Programming, and Introduction to HTML, OR

equivalent courses, will be required to successfully complete the required coursework within a regularly scheduled quarter at the regular non-Accelerated tuition rate prior to acceptance into the program.

Applying for Admission into the Practical Nursing Program, Professional Nursing Program, or Bachelor of Science in Nursing Program through the Standard Entrance Option or Second Degree Entrance Option (pg. 97)

Delete and replace the second bullet under subsection 2 with the following:

- Health Physical and proof of vaccinations in accordance with the School of Nursing Student Handbook

Applying for Admission into the Master of Science in Nursing Program (pg. 98)

Add the following policy immediately before the School of Nursing Drug Testing Policy:

Applying for Admission into the Master of Science in Nursing Program

Completed application packet including:

- Program application
- Writing sample
- Official transcripts documenting conferral of a bachelor's degree in nursing and a 3.0 or higher cumulative GPA.
- Evidence of an active unencumbered RN license
- Two letters of reference: one professional and one personal

When a completed application is submitted, it will be reviewed by the Dean of the School of Nursing.

Applicants who have had their application packet approved must complete the following prior to being deemed eligible for entrance into the program:

- Rasmussen College Data Sheet and Enrollment Agreement
- Criminal Background Screening
- Any additional program specific requirements as specified at the time of enrollment
- Accepted applicants must complete the Rasmussen experiential online orientation course and the School of Nursing Orientation

Drug testing, proof of current vaccinations, and proof of current CPR certification are not entrance requirement(s) for this program; however, some clinical facilities may require drug testing, proof of current vaccinations, or proof of current CPR certification prior to professional practice experience.

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Entrants will receive a letter from the College in the mail confirming acceptance once all entrance requirements have been met.

Applying for Admission into the Medical Laboratory Technician, Radiologic Technology, and Surgical Technologist Programs (pg. 98)

Delete and replace the first numbered paragraph with the following:

1. Applicants must achieve a score on the College Entrance Placement exam acceptable for admission into the College at a level that does not require remedial coursework. Alternatively the applicant must provide a college transcript indicating a grade of C or higher in college-level English and/or Mathematics. Once applicants have met the Entrance Placement requirements above, the School of Health Sciences Entrance Exam may be scheduled.

Applying for Admission into the Physical Therapist Assistant Associate's Degree (pg. 98)

Delete and replace the first paragraph, numbered sections 1 and 2, and the second paragraph with the following:

Applicants pursuing admittance into the Physical Therapist Assistant (PTA) program must complete the following steps in order to be deemed eligible for admission:

1. Applicants must achieve a score on the School of Health Sciences Entrance Exam (TEAS) that is acceptable for admission per the School of Nursing and School of Health Sciences Entrance Exam policy.
2. Applicants successful in completing the School of Health Sciences Entrance Exam (TEAS) must complete the following prior to being deemed eligible for consideration for admission:
 - Application
 - Background screening
 - Any additional program-specific requirements as specified at the time of enrollment. A Health Physical may be required and completed within the six months prior to Internship/Practicum as specified by the clinical facility.

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 School of Health Sciences Entrance Exam (TEAS).

Applying for Admission into Law Enforcement Programs (pg. 98)

Delete the second paragraph of this policy, which begins with "Former or current students...."

Developmental Education and Rasmussen College Entrance Placement Assessment Re-Test Policy (pg. 101)

Delete and replace the entire policy with the following:

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

The goal of Developmental Education is to provide students with a solid foundation of basic skills and knowledge as they move on to college-level classes. Placement into Developmental Education courses reflects the commitment Rasmussen College has to ensuring the success of all students, and to providing educational opportunities to those who enroll. Coursework in math or English that is numbered below 100 is considered to be Developmental Education. College entrance placement assessment scores are used to appropriately place students in English and math courses according to skill level. See Entrance Assessment Table for placement scores.

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

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

Entrance Placement Assessment results are valid for five years from the date of the assessment. If the results have expired returning students who have not successfully completed the required Developmental Education courses, their equivalents, or the courses for which Developmental Education courses are prerequisites must retake the College entrance placement assessment to determine placement upon return. Returning students who did not take the Rasmussen Ready, or STEP assessments who have successfully completed the courses at Rasmussen College for which developmental courses are prerequisites, or

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their equivalents, are not required to take the College entrance placement assessment.

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

Applicants who place below the level of B080 Reading and Writing Strategies are not eligible for admission to Rasmussen College. Applicants may, after three months, have the option to retake the College entrance placement assessment(s) so long as they have not already begun their program. When an extenuating situation exists, an appeal may be submitted to the Dean of the School of General Education to allow an applicant to repeat the entrance exam in less than three months.

The College entrance placement assessment may not be retaken for initial placement purposes during the quarter in which a developmental level course is scheduled. However, a student may repeat the assessment at the end of a quarter in which the Developmental Education course was attempted and prior to the start of the following quarter in order to prove readiness for College-level coursework. If the student places into Developmental Education coursework following the re-assessment, the student must repeat the Developmental Education course in the following quarter as long as the student is still eligible to repeat the Developmental Education course.

Point Scale: Alphabetical Grading System (pg. 101)

Delete the bottom two items on the scale (“WF/WXF... Withdraw Fail” and “WP/WXP... Withdraw Pass”) and replace with the following:

<i>(Grade)</i>	<i>(Grade Points)</i>	<i>(Description)</i>
W/WX	NA	Withdrawal

Competency-Based Education Course Grade Conversion Scale (pg. 101)

Add the following policy immediately after the Nursing Programs Grade Scale:

Competency-Based Education Course Grade Conversion Scale

The following course grade conversion scale can be used to convert competency-based education course scores to letter grades:

Competency Report Scale	Percentage Range	Letter Grade
4	100% - 94%	A
3	93% - 85%	B
2	84% - 78%	C
1	below 78%	F

Flex Choice Credit by Assessment Options (pg. 101)

Delete and replace the entire section with the following:

Flex Choice Credit by Assessment Options

Rasmussen College partners with multiple developers of Flex Choice Credit by Assessment options to provide self-directed offerings which fulfill academic program requirements. Demonstrated mastery through the successful completion of a self-directed Flex Choice Credit by Assessment option may be converted to credits that will transfer into Rasmussen College.

- Students must be enrolled in a program that allows Credit by Assessment options in order to gain access to Credit by Assessment.
- Students must attempt a minimum of six traditional faculty-led credits per quarter in order to gain access to a library of Credit by Assessment options that may be available to them.
- Students must have fulfilled all Developmental Education requirements prior to enrolling in any Credit by Assessment.
- Students must be in good academic standing in order to enroll in any Credit by Assessment options.
- Credit by Assessment is optional, and students can complete a degree without completing any Credit by Assessment.
- Students may choose to attempt Credit by Assessment as it applies to their program requirements.
- If Credit by Assessment options are selected, they must be taken alongside other faculty-led courses and be completed within 90 days of accessing Credit by Assessment.
- There will be no extensions granted for students enrolled in a Credit by Assessment.
- Students who do not successfully complete Credit by Assessment within the allotted time will be required to take the faculty-led course to fulfill graduation requirements.
- Students may attempt Credit by Assessment option as long as they are concurrently enrolled in an eligible program.
- Enrolled students may elect to take Credit by Assessment in lieu of a faculty-led course for any course that has been identified as having Credit by Assessment equivalent or fulfills the same General Education category.
- Upon successful completion of Credit by Assessment, Rasmussen College will issue a Certificate of Successful

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Credit by Assessment completion. The certificate will be placed in the student's academic file.

- If a student has already attempted a faculty-led online or residential course, as indicated by a posted W or F grade, the student will not be allowed to attempt the equivalent Credit by Assessment or Credit by Examination option.
- If an unsuccessful attempt is made for Credit by Assessment, the Credit by Examination is no longer an option.
- A student may attempt a Credit by Assessment and later enroll in an equivalent faculty-led course as long as the Credit by Assessment credit has not been awarded.
- Credit by Assessment opportunities must be completed prior to or concurrently with the final traditional faculty-led courses in the program.
- Credit by Assessment will not count as credits for financial aid eligibility.
- Credit by Assessment credits will not satisfy credit load requirements for the purposes of veterans benefit program funding or any other student financial assistance program.
- Effective January 1, 2017 students who enroll or reenter the College on or after this date are required to pay a non-refundable Credit by Assessment fee in order to gain access to the assessment. See the tuition structure table for current rates.
- Contact your Advisor for a list of available Credit by Assessment opportunities as well instructions to enroll and pay the credit by assessment fee.
- Payment of the fee does not guarantee the award of credits, any credits awarded will be based on meeting all of the criteria above and the Flex Choice Credit by Assessment Options policy.

Flex Choice® Credit-Based Competency-Based Education (CBE) Programs (pg. 102)

Add the following policy immediately before the Reenter Policy:

Flex Choice® Credit-Based Competency-Based Education (CBE) Programs

Students enrolled in a Flex Choice® Credit-Based CBE Program are eligible to take either traditional courses or competency-based courses. The traditional courses are delivered within the standard terms of the College.

Students may choose to take competency-based courses as they apply to their program requirements. The competency-based courses are optional, and students can complete their program without completing any competency-based courses. Competency-based courses must be completed within the standard term of the program.

The competencies within competency-based courses align with the course objectives of the College's traditional courses. Objectives are measured through groups of assessments that allow students to demonstrate that they

have learned the competency and are able to apply knowledge and skills.

Successful completion of a competency-based course will be awarded a letter grade which will appear on the student's transcript.

- All Rasmussen College policies and procedures apply to a student in a Flex Choice® CBE program unless otherwise noted.
- The credit-based CBE programs will offer at least 51% of the program credits as CBE credits. A student's ability to take CBE courses may be limited to the courses available and any transfer credits as applied to the program of enrollment.
- Students must have successfully completed Developmental Education requirements prior to enrolling in any competency-based course(s).
- Students may attempt a competency-based course as long as they are enrolled in an eligible program.
- Competency-based courses will count as credits toward financial aid eligibility.
- Attendance policies of the College must be met.
- First Week Attendance: Students are expected to meet attendance requirements in their courses on or before the seventh (7th) day after the start of a term. Completion and submission of the Learning Plan will be required to fulfill the first week attendance requirement in a competency-based course.
- Attendance requirements in competency-based courses are met by (a) completing and submitting identified activities or assessments within the competency-based course (b) substantive academic engagement, including completing the course Learning Plan, quizzes, or diagnostic assessments.
- Student grades will be impacted by the completion of assessments.
- Students have until the final day of the quarter to complete the competency-based course(s).
- Competency-based course scores will be converted to letter grades following a standard grading scale as identified on the Flex Choice® CBE Program Grade Conversion Scale.
- Upon successful completion of a competency-based course the attendance requirements have been met and Rasmussen College will post the final letter grade to the student's record.
- Students who do not successfully complete a competency-based course within the allotted time will be required to repeat the course as either a competency-based course or as a traditional course per the course repeat policy.
- If a student has already attempted and failed or withdrawn from a traditional course, as indicated by a posted W/WD or F/FA grade, the student will be allowed to attempt the equivalent competency-based course following the expectations of the course repeat policy.

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- Students who elect to take an incomplete at the end of a quarter per the College Incomplete Grade Policy will be given an “I” indicating an incomplete grade. Students will be required to work independently without support or guidance from the course faculty during the incomplete period. At the end of the incomplete period the grade will be converted per the Incomplete Grade Policy.
- Upon withdrawal from the College the student’s financial aid award will be adjusted according to the Institution’s Refund Policy as described in the College Catalog. Grades will be assigned according to the Rasmussen College Course Add, Drop and Withdrawal policies.
- If a student receiving Title IV funds (federal financial aid) ceases to be enrolled in a quarter, including students who complete all competency-based courses prior to the end of the quarter and have no other enrollment that quarter, may need to have their financial aid awards adjusted according to the Institution’s Return of Title IV Funds Policy as described in the College Catalog.
- It is the expectation that students in a Flex Choice® CBE Program will be full-time by taking a combination of traditional courses and competency-based courses.
- A Rasmussen College student is considered full-time when he or she is taking 12 or more credits per 11 or 12-week quarter.
- Students will matriculate into Rasmussen College upon acceptance in a Flex Choice® CBE program of their choice.

Reenter Policy (pg. 102)

Delete and replace the entire policy with the following:

Reenter Policy

A reenter is defined as any student who withdraws from all courses after the course drop period in any term and returns in a subsequent quarter. A student will not be considered for reentry in the same quarter in which he or she withdrew. Due to financial processing, a student may return no fewer than 21 calendar days after the date of withdrawal. Reentering students are treated as new students for the purposes of tuition, academic program requirements, and graduation standards. They must also meet all entrance requirements as stated in the current catalog. Students will reenter into the current curriculum. Any exceptions to this policy need to be approved by the Department Chair. For the calculation of Satisfactory Academic Progress, reentering students are treated as continuing students and must meet progress requirements.

Students who are returning from a prior status of Complete, as defined in the Complete Status policy, who are returning with the intent to convert the Complete status to a graduate status in their most recent program of enrollment are subject to the reenter policy and procedures with the exception of returning to the current curriculum and meeting entrance requirements.

Students who are returning from a prior status of Graduate, must have a financial balance of \$1,000 or less to return and enroll in a new program.

If a student is not meeting Satisfactory Academic Progress at the time of withdrawal and wants to switch to a different program upon return, the Program Transfer Policy must be followed. Students returning in satisfactory academic standing or on Academic Warning must have a financial balance of \$1,000 or less to return. Students returning on Academic Probation, regardless of aid status, must have a zero financial balance and have paid half the tuition amount of the upcoming quarter by seven calendar days after the term/ quarter start. Students in Health Sciences programs must complete a programmatic assessment in order to determine an appropriate level of reentry. These students will be allowed to reenter if space is available and all other reentry requirements are met.

Nursing Reenter Policy (pg. 102)

Rename this policy “School of Nursing Reenter Policy,” then delete and replace the entire policy with the following and move it to appear immediately after the new policy “School of Nursing Course Expiration Policy”:

School of Nursing Reenter Policy

Students who have been administratively withdrawn from a School of Nursing program for disciplinary or conduct reasons may not be eligible for re-entry into any School of Nursing program and may not be eligible for re-entry to Rasmussen College.

Additionally, students who have been dismissed from a School of Nursing program, those who fail two core nursing courses, or those who fail the same core nursing course twice are not eligible for re-entry into the same program within the School of Nursing until four full academic quarters have passed since the date of programmatic withdrawal.

Re-entry into a previously attempted nursing diploma, associate’s degree, or bachelor’s degree entrance option is limited to one time for students withdrawn for not meeting program standards as defined in the Nursing Handbook.

Nursing students will have their previously completed nursing core courses (as designated by course prefix NU, NUR, PN, PRN, HUN, & NGR) assessed against the current program to determine which course(s) will be applied to the program into which they are enrolling. All previously completed general education courses will be applied as required in the program. Rasmussen College will allow the student to re-enter at the appropriate level in a current program if a space in the program is available and all other re-entry requirements are met.

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All core Nursing coursework, whether passed or failed, from any prior enrollment will remain on the student's academic record. When a nursing student re-enters after the course expiration period as defined in the School of Nursing Course Expiration Policy, no previously failed core nursing courses will apply for the purpose of determining the number of failed core nursing courses or apply for the purpose of determining Satisfactory Academic Performance (SAP).

For graduates of a Rasmussen College Nursing program who are returning for a subsequent Nursing credential, no previously failed core nursing courses will count for the purpose of determining the number of failed core nursing courses in the new enrollment. All core nursing coursework whether passed or failed will remain on the student's academic record. All previously passed or failed unexpired core nursing courses will apply for the purpose of determining Satisfactory Academic Performance (SAP).

School of Nursing Repeating Courses Policy (pg. 102)

Delete and replace the entire policy with the following:

The School of Nursing allows students to fail one nursing course within the core nursing curriculum. (NU, NUR, PN, PRN, HUN, & NGR coursework). However, a second failure, whether it be the same nursing course or any other nursing course will result in dismissal from the nursing program. Core nursing courses may need to be repeated in a program of re-entry based upon course expiration periods as defined in the Nursing Program Reentry Policy and as allowed by the School of Nursing Course Expiration Policy.

School of Nursing Course Expiration Policy (add to pg. 102)

Add the following policy immediately after "School of Nursing Repeating Courses Policy":

School of Nursing Course Expiration Policy

Students who qualify for re-entry into a nursing program may receive credit for previously completed core nursing curriculum courses. Application of credit in Major and Core Courses in the School of Nursing will be available based upon the following course expiration periods and restrictions:

- Previously attempted nursing coursework with either a lab and/or clinical component has a four quarter expiration from the quarter of programmatic withdrawal. Successfully completed nursing coursework from a prior enrollment applies to the program of reentry if reentry is within four academic quarters following the most recent quarter of nursing program attendance.
- Previously attempted nursing coursework with no lab and/or clinical component has a twelve quarter expiration from the quarter of programmatic

withdrawal. Successfully completed nursing coursework from a prior enrollment applies to the program of reentry if reentry is within twelve academic quarters following the most recent quarter of nursing program attendance.

- If the program of reentry does not require a previously completed course, no credit will be awarded.

Program Transfers (pg. 103)

Delete and replace the entire policy with the following:

Students may transfer programs based on meeting certain criteria. All requests for program transfers, appeals, if required, and the subsequent approval, must be received prior to Friday of the first week of a quarter break in order for the program transfer to take effect the next quarter. The request for a program transfer will either be approved or denied based on a review of academic standing and progress to date with Rasmussen College and any documentation submitted for an appeal, if an appeal is required. A clear background check is required for enrollment in certain programs as determined in the background check section of the catalog. Students who do not successfully pass a background check will be terminated from the College. If a student chooses to transfer his/her academic program, the student defaults to the current catalog and curriculum requirements. A student who chooses to transfer programs must provide written authorization in the form of a completed change of status form and a new enrollment agreement.

A student in good academic standing at the end of the most recent quarter of attendance will be allowed to transfer programs at the start of the next quarter as long as all program transfer requirements have been met.

Effective October 1, 2016, a student who is not meeting Satisfactory Academic Progress, as defined in the Standards of Satisfactory Academic Progress, at the end of their most recent quarter of attendance will be allowed one program transfer at Rasmussen College. Any subsequent requests for a program transfer when the student is not meeting Satisfactory Academic Progress will be denied, unless they meet the exemption criteria. The one program transfer limitation may be appealed to the College Academic Appeal committee following the process available through the Campus of enrollment.

Students who meet any one of the criteria below are considered exempt from the one program transfer limit if they are not meeting the standards of Satisfactory Academic Progress at the end of their most recent quarter of attendance. Students who meet this criteria do not need to file an appeal to the College Academic Appeal committee. The program transfer will be granted if all other program acceptance criteria are met:

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- The returning student has not attended Rasmussen College within the past five years (sixty months) since his/her most recent withdrawal date
- The returning student earned a credential from another college/university after attending Rasmussen College
- The returning student's previous program from which he/she withdrew while not meeting Satisfactory Academic Progress is no longer offered at Rasmussen College
- The returning student's previous program from which he/she withdrew while not meeting Satisfactory Academic Progress is no longer offered at that campus (i.e. Bachelor program now only offered through Bachelor Completer 6-week)
- An active student is requesting to transfer to the most recent catalog version of the program in which he/she is currently enrolled
- An active student is changing credentials within the lower level coursework, such as from an Associate's degree to a certificate or a diploma, or from the certificate to a diploma or an Associate's degree. A student who requests to move from an Associate's degree or certificate or diploma credential to a Bachelor degree program must meet the Satisfactory Academic Progress program transfer requirements.

If a student has exhausted his/her one opportunity for a program transfer while not meeting Satisfactory Academic Progress the student may request a program transfer appeal to be reviewed by the College Academic Appeal Committee. The process requires the student to complete and return a Program Transfer Appeal form and, in some instances, supporting documentation. The program transfer appeal process information is available to active students through their Advisor and to returning students through their Program Manager. If a returning student is granted a program transfer appeal, the appeal will be honored for a single re-enter to take place within the next three months as noted on the approved Program Transfer Appeal. An approved program change appeal is only honored for the program the student appealed to enter. Students will receive written confirmation of the approval or denial to transfer programs.

Course Withdrawal Policy (pg. 103)

Delete and replace the second sentence with the following:

From the 6th through the 15th business day for 5-1/2, 6, 11, and 12-week courses, a student will receive a withdrawal grade on their transcript for any classes from which they have been withdrawn.

Rasmussen College Standards of Satisfactory Academic Progress (SAP) (pg. 104)

Delete and replace number 1 (definition of GPA) with the following:

1. GPA. Rasmussen College students are required to achieve and maintain a minimum Cumulative Grade Point Average (CGPA) of 2.00. Graduate students are required to maintain a cumulative grade point average (GPA) of 3.00.

Competency Course Transfer Policy (pg. 105)

Delete this entire policy and its heading and replace with the following:

Credit by Assessment Transfer Policy

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

See Flex Choice Credit by Assessment Options for additional guidance on Credit by Assessment options, including fee information.

Military Block Transfer Policy for Medical Assisting Diploma and Health Science Associate's - Medical Assisting Specialization (add to pg. 105)

Add the following policy immediately after the "School of Health Sciences Course Transfer Policy":

Military Block Transfer Policy for Medical Assisting Diploma and Health Science Associate's - Medical Assisting Specialization

Students who have completed the Basic Medical Technician or Corpsman training program through a branch of the United States Armed Forces as recorded on either a Joint Services Transcript (JST) or an ACE military transcript from the American Council for Education (ACE) transcript within the past 5 years or, if the training was completed over five years ago, the student must have work experience in the a similar healthcare field within the last five years and be approved by the Department Chair, may be eligible for one of the following:

1. A block transfer of 24 credits when enrolling into the Medical Assisting Diploma program. The block transfer includes COM 1002-Introduction to Communication, HSC 1531-Medical Terminology, MEA 1350/L-Fundamentals in Clinical Techniques, MEA 1460/L-

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Clinical Laboratory Applications & Diagnostic Procedures I, and PHA 1500- Structure and Function of the Human Body. When applying this block transfer, the maximum transfer limit is 50% and student is not eligible to double major with the Health Sciences Associate's – Medical Assisting Specialization until student is in their last or second to last quarter.

2. A block transfer of 12 credits when enrolling into the Medical Assisting Diploma program if student completed their training more than 5 years ago and does not have work experience in a similar healthcare field within the past 5 years or approval from the Department Chair. The block transfer includes COM 1002-Introduction to Communication, HSC 1531-Medical Terminology, and PHA 1500- Structure and Function of the Human Body. When applying this block transfer, the maximum transfer limit is 50% and student is not eligible to double major with the Health Sciences Associate's – Medical Assisting Specialization until student is in their last or second to last quarter.

3. A block transfer of 41 credits if enrolling into the Health Sciences Associate's Degree – Medical Assisting Specialization program. The block transfer includes all Medical Assisting Diploma courses except E242-Career Development, HSC 2641-Medical Law and Ethics, and PSY 1012-General Psychology. When applying this block transfer, the maximum transfer limit is 67% and student is not eligible to earn the Medical Assisting Diploma.

4. A block transfer of 33 credits if enrolling into the Health Sciences Associate's Degree – Medical Assisting Specialization program if student completed their training more than 5 years ago and do not have work experience in a similar healthcare field within the past 5 years or approval from the Department Chair. The block transfer includes COM 1002-Introduction to Communication, HSA2264-Administrative Medical Assistant Practices, HSC 1531-Medical Terminology, MEA 1350/L-Fundamentals in Clinical Techniques, MEA 1460/L- Clinical Laboratory Applications & Diagnostic Procedures I, MEA 1570/L- Clinical Laboratory Applications & Diagnostic Procedures II, and PHA 1500- Structure and Function of the Human Body. When applying this block transfer, the maximum transfer limit is 67% and student is not eligible to earn the Medical Assisting Diploma.

Students who have completed the Combat Medic training program through a United States Army within the past 5 years as recorded on either a Joint Services Transcript (JST) or an ACE military transcript from the American Council for Education (ACE) transcript within the past 5 years or, if the training was completed over five years ago, the student must have work experience in the a similar healthcare field

within the last five years and be approved by the Department Chair, may be eligible for one of the following:

1. A block transfer of 20 credits when enrolling into the Medical Assisting Diploma program. The block transfer includes HSC 1531-Medical Terminology, MEA 1350/L-Fundamentals in Clinical Techniques, MEA 1460/L- Clinical Laboratory Applications & Diagnostic Procedures I, and PHA 1500- Structure and Function of the Human Body. When applying this block transfer, the maximum transfer limit is 50% and student is not eligible to double major with the Health Sciences Associate's – Medical Assisting Specialization until student is in their last or second to last quarter.

2. A block transfer of 12 credits when enrolling into the Medical Assisting Diploma program if student completed their training more than 5 years ago and does not have work experience in a similar healthcare field within the past 5 years or approval from the Department Chair. The block transfer includes HSA2264-Administrative Medical Assistant Practices, HSC 1531-Medical Terminology, and PHA 1500- Structure and Function of the Human Body. When applying this block transfer, the maximum transfer limit is 50% and student is not eligible to double major with the Health Sciences Associate's – Medical Assisting Specialization until student is in their last or second to last quarter.

3. A block transfer of 37 credits if enrolling into the Health Sciences Associate's Degree – Medical Assisting Specialization program. The block transfer includes all Medical Assisting Diploma courses except COM 1002-Intro to Communication, E242-Career Development, HSC 2641-Medical Law and Ethics, and PSY 1012-General Psychology. When applying this block transfer, the maximum transfer limit is 67% and student is not eligible to earn the Medical Assisting Diploma.

4. A block transfer of 29 credits if enrolling into the Health Sciences Associate's Degree – Medical Assisting Specialization program if student completed their training more than 5 years ago and do not have work experience in a similar healthcare field within the past 5 years or approval from the Department Chair. The block transfer includes HSA2264-Administrative Medical Assistant Practices, HSC 1531-Medical Terminology, MEA 1350/L-Fundamentals in Clinical Techniques, MEA 1460/L- Clinical Laboratory Applications & Diagnostic Procedures I, MEA 1570/L- Clinical Laboratory Applications & Diagnostic Procedures II, and PHA 1500- Structure and Function of the Human Body. When applying this block transfer, the maximum transfer limit is 67% and student is not eligible to earn the Medical Assisting Diploma.

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Bachelor-Completer 12-Week Quarters Programs Transfer Policies (pg. 105)

Delete and replace first bullet with the following:

- Students who have an associate's degree from a college that is accredited by an agency recognized the United States Department of Education will receive 90 quarter credits of transfer to Rasmussen College (91 quarter credits Human Resources and Organizational Leadership BS, Marketing BS, and the Criminal Justice Leadership and Management BS degrees) and begin their degree with junior standing.

Credit by Examination (for Non-Competency Courses) (pg. 106)

Delete and replace the entire section and its heading with the following:

Credit by Examination (Challenge Exams or Test Outs)

Students may receive credit for a Rasmussen College course by taking an examination in place of the actual faculty-led course. Some exams may be taken by enrolled students prior to beginning their coursework at Rasmussen College.

- Enrolled students may request credit by examination for courses if an exam has been developed.
- Students seeking to utilize a Microbiology credit by examination must provide transcripts indicating they have successfully passed with a C grade or higher from an accredited institution a Microbiology course of a minimum four quarter credits which contains both a didactic component and lab. Qualified students who score 73% or higher on the credit by examination will earn a Microbiology "TO" on their Rasmussen College transcript.
- An examination score of 73% or higher is required to earn credit by examination.
- The examination grade will be posted as Test-out (TO) on the student transcript.
- Credits earned count in the transfer maximum.
- Credit by examination will not count as credits for financial aid eligibility.
- A credit by examination may be attempted only once for each course.
- If a student has already attempted the faculty-led course, as indicated by any posted grade, including W/WD/WP or F/FA/FD, no credit by examination attempt will be allowed (excluding a CL grade), no Credit by Examination attempt will be allowed.
- If a student has already attempted the Credit by Assessment option for a particular course, the Credit by Examination option no longer remains for that course.
- If a student does not pass a Credit by Examination attempt, the option to attempt a Credit by Assessment or take the faculty-led course remains.
- Credits awarded through credit by examination (TO) may not be transferable to another institution.

- Prepayment of a non-refundable and non-transferrable credit by examination fee is required prior to being granted access to any credit by examination. Reference the tuition structure table for current rates.
- Payment of the fee does not guarantee the award of credits, any credits awarded will be based on meeting all of the criteria above.
- Credit by examination will not satisfy credit load requirements for the purposes of veterans benefit program funding or any other student financial assistance program.
- Contact your Advisor for a list of available credit by examination opportunities as well instructions to enroll and pay the credit by examination fee.

School of Education Waivers (pg. 107)

Delete and replace the entire section with the following:

School of Education Waivers

Students enrolled in School of Education programs may receive course waivers if they have earned specific professional credentials. In order to request a School of Education Waiver, the student must present a current and valid certificate or transcript from the credentialing agency. The student's credential will then be reviewed, and if the criteria are met, Rasmussen College will waive the course requirements and the grades will be posted on the student transcript as a Course Waiver (CW) once the course waiver request form is signed. The accepted credentials and courses eligible for waiver under this policy are explained below:

1. Students enrolled in the Early Childhood Education Certificate or Early Childhood Education Associate's Degree who hold any of the following credentials may request waivers from: Foundations of Child Development; Early Childhood Education Curriculum and Instruction; and Health, Safety, and Nutrition/CDA Application.
 - a. CDA Credential awarded by the Council for Professional Recognition
 - b. Florida Child Care Professionals Credential (FCCPC) awarded by the Florida Department of Children and Families
 - c. Florida Early Childhood Professional Credential (ECPC) awarded by the Florida Department of Education
 - d. Florida Child Care Apprenticeship Credential (CCAC) awarded by the Florida Department of Education
2. Students who hold any of the following Wisconsin credentials may request waivers as indicated below.
 - a. Wisconsin Infant and Toddler Credential – Students who hold this credential and are enrolled in the Early Childhood Education Certificate or Early Childhood Education Associate's Degree may request waivers from: Foundations of Child Development; Infant and Toddler Development; and Dynamics of the Family.

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b. Wisconsin Preschool Credential – Students who hold this credential and are enrolled in the Early Childhood Education Certificate or Early Childhood Education Associate’s Degree may request waivers from: Foundations of Child Development; Early Childhood Education Curriculum and Instruction; Health, Safety, and Nutrition/CDA Application; and Guiding Children’s Behavior.

c. Wisconsin Administration Credential – Students who hold this credential and are enrolled in the Early Childhood Education Leadership Bachelor’s Degree may request waivers from: Organizational Management in Early Childhood Education; and Ethics and Leadership In Early Childhood Education.

d. Wisconsin Leadership Credential – Students who hold this credential and are enrolled in the Early Childhood Education Leadership Bachelor’s Degree may request a waiver from: Ethics and Leadership in Early Childhood Education; and Supporting Professional Practices in Early Childhood Education.

Flex Choice Credit by Assessment Course Options (pg. 108-109)

Delete and replace the entire table with the new table provided at the end of this addendum.

Rasmussen College Minimum Technical Requirements (pg. 110-11)

Add the following language:

4. Requirements for Remote Proctoring
Lockdown Browser and Respondus Monitor are applications that allow remote proctoring in some courses. If you are enrolled in a program that utilizes these applications for remote proctoring of quizzes and/or examinations, then the following requirements will apply to your student-provided computer.

Operating System:

- Windows 10, 8, 7
- Mac: OS X 10.10 or higher

Memory:

- Windows: 2 GB RAM
- Mac: 512 MB RAM

Browser Requirements:

LockDown Browser is a client application that is installed to a local computer. Both the Windows edition and the Mac edition of the browser are based on Chromium, Google’s open source framework. Students do NOT need Google’s Chrome browser installed; nor will this version affect a Chrome browser that’s already installed.

Respondus Monitor is a companion product to LockDown Browser so all of the requirements listed above apply, as well as the following system requirements:

- Windows 10, 8, 7
- Mac: OS X 10.10 or higher

- Adobe Flash Player
 - Web Camera (internal or external) and microphone
- Broadband internet connection

Title IX and Policy Against Sexual Misconduct (pg. 111)

Add the following new policy.

Title IX and Policy Against Sexual Misconduct

A. General Provisions

1. References to “this policy” means Sections A through K of this policy.
2. College policy strongly condemns and expressly prohibits sexual assault, domestic violence, dating violence, sexual harassment, and stalking.
 - a. References to “College policy” mean the rule outlined in this Section, A(2).
3. Title IX of the Education Amendments of 1972 (see 34 C.F.R. Part 106) protects people from discrimination based on sex in education programs or activities that receive federal financial assistance, and applies to all gender identities. Title IX states that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.
4. Title VII of the Civil Rights Act of 1964 (see 42 U.S.C. § 2000e *et seq.*) prohibits employers from discriminating against any individual with respect to their compensation, terms, conditions, or privileges of employment, because of such individual’s race, color, religion, sex, or national origin.
5. This policy applies to the actions of students and employees, including co-workers, managers, or by any other persons doing business with or for the College.
6. Location of the alleged incident that violates this policy:
 - a. This policy applies to harms against students regardless of where the incident occurred.
 - b. This policy applies to harms against employees or third-parties occurring on property owned or leased by the College, or at any activity, program, organization, or event sponsored by the College, or by a fraternity or sorority.
7. Complaints may allege violation of College policy, Title VII, or Title IX, subject to the following:
 - a. Complaints alleging violations of the College policy or Title VII are handled by the Vice President of Human Capital, Corporate Counsel, Title IX

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- Coordinator, or a combination thereof, and follow the rules and procedures of this policy.
- b. Complaints alleging violations of Title IX are handled by the Title IX Coordinator and follow the rules and procedures of this policy.
 - c. An employee complaint against the College or another employee will be handled by Human Resources as a violation of College policy, as outlined here and in the Employee Handbook, before the complaint may be pursued under Title VII or Title IX.
8. Nothing in these policies shall prevent anyone from contacting law enforcement or pursuing formal legal remedies or resolution through state or federal agencies or the courts.
 9. Academic or other education-related complaints are rightly pursued under the Academic Appeals and Grievance Policy. The Academic Appeal Procedure must be used for a complaint regarding a final grade or program-specific academic policy. A grievance, which is an expressed feeling of dissatisfaction regarding an action taken by the College or by members of the College community, follows the Grievance Procedure. When the Academic Appeals and Grievance Policy process does not resolve an academic or other education-related complaint with an underlying Title IX issue or other violation of this policy, such a complaint may be subsequently pursued under this policy.
 10. All students and employees shall be informed of this policy by training, the college catalog, or other means.

B. Definitions

“College” and “the College” means Rasmussen College.

“Complainant” means the person bringing the complaint.

“Consent” has no definition in federal law, and is defined differently across states and local jurisdictions. As part of the larger community, Rasmussen College is subject to, abides by, and supports federal, state, county, and local statutes and ordinances regarding criminal sexual conduct. For purposes of any complaint filed under this policy, Rasmussen College follows and applies the definition of consent of the state or jurisdiction in which the alleged incident occurred. If the state or jurisdiction does not define consent in its laws, the College will apply the Illinois definition as stated below. The definition of consent for each state in which Rasmussen College has a residential campus is reproduced here:

1. **Florida:** “Consent means intelligent, knowing, and voluntary consent and does not include coerced submission. ‘Consent’ shall not be deemed or construed to mean the failure by the alleged victim to offer physical resistance to the offender.” Fla. Stat. § 794.011(1)(a) (2016).
2. **Illinois:** The definition of consent, “at a minimum, recognizes that (i) consent is a freely given agreement to sexual activity, (ii) a person’s lack of verbal or physical resistance or submission resulting from the use or threat of force does not constitute consent, (iii) a person’s manner of dress does not constitute consent, (iv) a person’s consent to past sexual activity does not constitute consent to future sexual activity, (v) a person’s consent to engage in sexual activity with one person does not constitute consent to engage in sexual activity with another, (vi) a person can withdraw consent at any time, and (vii) a person cannot consent to sexual activity if that person is unable to understand the nature of the activity or give knowing consent due to circumstances, including without limitation the following:
 - (A) the person is incapacitated due to the use or influence of alcohol or drugs;
 - (B) the person is asleep or unconscious;
 - (C) the person is under age; or
 - (D) the person is incapacitated due to a mental disability.Nothing in this Section prevents a higher education institution from defining consent in a more demanding manner. 110 Ill. Comp. Stat. § 155/10(1) (2015).
3. **Kansas:** Kansas Statutes do not define “consent” as of September 2016.
4. **Minnesota:**
 - (a) ‘Consent’ means words or overt actions by a person indicating a freely given present agreement to perform a particular sexual act with the actor. Consent does not mean the existence of a prior or current social relationship between the actor and the complainant or that the complainant failed to resist a particular sexual act.
 - (b) A person who is mentally incapacitated or physically helpless. . . cannot consent to a sexual act.
 - (c) Corroboration of the victim’s testimony is not required to show lack of consent.” Minn. Stat. § 609.341, subd. 4 (2016).

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5. **North Dakota:** The North Dakota Century Code does not define “consent” as of September 2016.

person’s acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

6. **Wisconsin:** “Consent, as used in this section, means words or overt actions by a person who is competent to give informed consent indicating a freely given agreement to have sexual intercourse or sexual contact. . . . The following persons are presumed incapable of consent but the presumption may be rebutted by competent evidence. . .

(b) A person suffering from a mental illness or defect which impairs capacity to appraise personal conduct.

(c) A person who is unconscious or for any other reason is physically unable to communicate unwillingness to an act. Wis. Stat. § 940.225(4) (2015)

“Online Reporting System”

1. The College provides an Online Reporting System to receive complaints under this policy.
2. This reporting system allows for anonymous submissions and is available on the College website at <http://www.rasmussen.edu/student-life/title-ix/>

“Respondent” means the person accused of inflicting the alleged harm upon the Victim/Survivor.

“Sexual assault” is defined as and recognizes the following:

1. Sexual assault is sexual activity, including sexual penetration or sexual conduct carried out under coercion, with the threat of a weapon, through the threat of bodily harm, through a position of authority, or when the Victim/Survivor is mentally or physically disabled or helpless.
2. Any sex offense defined in the FBI’s Uniform Crime Reporting (UCR) program.

“Dating Violence” means physical, sexual, psychological, or emotional violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the Victim/Survivor. Dating violence can occur in person or by other means including electronically.

1. The existence of such a relationship shall be determined based on the reporting party’s statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
2. For the purposes of this definition, dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse, and stalking.
3. Dating violence does not include acts covered under the definition of domestic violence.

“Sexual harassment” is defined as and recognizes the following:

1. Unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature constitute sexual harassment when:
 - a. submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic advancement,
 - b. 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,
 - c. 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.
2. 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.
3. There are two types of sexual harassment:
 - a. “Quid pro quo” harassment, where submission to harassment is used as the basis for employment decisions.
 - i. Employee benefits such as raises, promotions, better working hours, etc., are

“Domestic Violence” means the infliction of physical injury, or the creation of a reasonable fear that physical injury or harm will be inflicted by:

1. a current or former spouse or intimate partner of the Victim/Survivor;
2. a person with whom the Victim/Survivor shares a child in common;
3. a person who is cohabitating with, or has cohabitated with, the Victim/Survivor as a spouse or intimate partner;
4. a member or former member of a child’s household, against a child or against another member of the household;
5. a person similarly situated to a spouse of the Victim/Survivor under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred; or
6. any other person against an adult or youth Victim/Survivor who is protected from that

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 promising 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.

- b. "Hostile work environment," where the harassment creates an offensive and unpleasant working environment.
 - i. Hostile work environment can be created by anyone in the work environment, whether it be supervisors, other employees, or customers. Hostile environment harassment consists of verbiage of a sexual nature, unwelcome sexual materials, or even unwelcome physical contact as a regular part of the work environment.
 - ii. Cartoons or posters of a sexual nature, vulgar or lewd comments or jokes, or unwanted touching or fondling all fall into this category.
 - iii. Sexual harassment includes harassment based on sexual orientation. Sexual orientation harassment is verbal or physical conduct that is directed at an individual because of their sexual orientation and that is sufficiently severe, pervasive, or persistent so as to have the purpose or effect of creating a hostile work or educational environment.

"Stalking" means:

- 1. engaging in a repeated course of conduct directed at a specific person that would cause a reasonable person to:
 - a. fear for their own safety or the safety of others, or
 - b. suffer substantial emotional distress.

- 2. This definition includes "cyberstalking," which is stalking conducted with technology such as computers or mobile devices, often occurring on or delivered through the Internet, e-mail, or text messages.

"Victim/Survivor" means the person upon whom the alleged harm was inflicted. These terms are used together throughout this policy to respect individuals who may identify as one or the other, or both.

C. Victim's/Survivor's Rights and Options

Victims/Survivors have the following rights and options under College policy.

- 1. If sexual assault is alleged, the Victim/Survivor is strongly encouraged to preserve physical evidence of the sexual assault. No attempt should be made to bathe, change clothes, or otherwise clean prior to examination by a medical practitioner to make determinations regarding sexual assault. The preservation of physical evidence is very important for any criminal or civil action that the Victim/Survivor may choose to pursue against the Respondent, and will also be useful in a College complaint Investigation and resolution process. A medical forensic examination shall be completed at no cost to the Victim/Survivor, and may be conducted at any medical facility. A list of medical facilities near each campus can be found at <http://www.rasmussen.edu/student-life/title-ix/>
- 2. Victims/Survivors are strongly encouraged to create a detailed written summary of the incident while the memory is still clear.
- 3. The Victim/Survivor has a right to privacy, which includes the decision whether to report or not report an alleged incident to the College, law enforcement, both, or neither. At the request of the Victim/Survivor, College employees will promptly assist the Victim/Survivor in making a report.
- 4. College personnel must treat a Victim/Survivor with dignity, and shall not suggest to a Victim/Survivor that the Victim/Survivor is at fault for the crimes or violations that occurred, or that the Victim/Survivor should have acted in a different manner to avoid such a crime.
- 5. A Victim/Survivor may contact, or request assistance from College personnel with accessing and navigating, fair and respectful health care, mental health, counseling, and advocacy services that are available in the Victim's/Survivor's area. A list of services can be found at <http://www.rasmussen.edu/student-life/title-ix/>
- 6. Confidentiality and privacy will be maintained within the scope of the Inquiry, Investigation,

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- and resolution processes and among College personnel involved therein, to the extent allowed under law, but cannot be guaranteed in every circumstance.
- a. Confidentiality and privacy are best protected when complaints are made through the Online Reporting System, to the Title IX Coordinator, or to the Vice President of Human Capital. Complaints reported to other College employees who are not work study students will be escalated, but confidentiality and privacy may be lessened due to the circumstances of the reporting.
 - b. The College shall not disclose the identity of the Victim/Survivor or the Respondent, except as necessary to resolve the complaint or to implement interim protective measures and accommodations or when provided by State or federal law.
 - c. A party to the complaint may share information with their advocate, or other support person who is not a fact witness.
 - d. The accused party has due process rights, which include the right to be informed of the allegations and their source.
 - e. In some circumstances, the College may need to warn the campus community or alert law enforcement of a continued threat of harm to others.
7. The College will conduct an Inquiry into all complaints received. This Inquiry may or may not lead to an Investigation and a report with findings and recommendations. An Inquiry involves contacting the Complainant, and Victim/Survivor if they are not the same person, to collect further information about the complaint. It may be possible to resolve some complaints informally between the parties by mutual agreement. Based upon the Inquiry, the College may determine that a formal Investigation is appropriate. An Investigation is led by the Title IX Coordinator, Vice President of Human Capital, or corporate counsel, and includes fact gathering and analysis, concluding with a written report detailing findings and recommendations based upon the preponderance of the evidence standard.
 8. The Victim/Survivor of an alleged sexual assault may decide when to repeat a description of the alleged sexual assault incident.
 9. Notice shall be provided to the Victim/Survivor of the outcome of any Inquiry or Investigation concerning a complaint, consistent with laws relating to data practices.
 10. At the direction of law enforcement authorities, college authorities shall assist in obtaining, securing, and maintaining evidence in connection with a sexual assault incident.
 11. College authorities shall assist the Victim/Survivor in preserving, in instances of alleged sexual assault, materials relevant to the Inquiry, Investigation, or any disciplinary proceeding.
 12. Interim protective measures (shielding):
 - a. A Victim/Survivor or Respondent may request to the Title IX Coordinator, Vice President of Human Capital, corporate counsel, or other College employee that the College take interim protective measures as are reasonably available to shield or otherwise mitigate the potential for future unwanted interactions between the Victim/Survivor and Respondent during and after the complaint Inquiry, Investigation, and resolution processes.
 - b. The College shall act promptly to institute interim protective measures, which may include:
 - i. changes to classroom, academic, and college working situations, as they are available and feasible;
 - ii. obtaining and enforcing campus no contact orders; and
 - iii. cooperating with law enforcement authorities, and honoring an order of protection or no contact order entered by a State civil or criminal court.
 13. Retaliation is forbidden against Victims/Survivors, good-faith reporters, and certain other persons as outlined in Section G of these policies in the catalog.
 14. The Complainant, Victim/Survivor, and Respondent may have an advisor or support person of their choice who is not a fact witness accompany them to any meeting or proceeding related to an alleged violation of this policy.
 - a. The advisor or support person must comply with all rules and College policies regarding their role.
 - b. Involvement of an advisor or support person shall not be permitted if it

results in undue delay of the meeting or proceeding.

- c. The advisor or support person may not participate or contribute to a meeting or proceeding unless invited to participate or contribute by the College employee leading the meeting or proceeding.
 - d. The advisor or support person may not engage in behavior or advocacy that harasses, abuses, or intimidates either party, a witness, or an individual resolving the complaint.
 - e. The College may prohibit an advisor or support person from involvement for violations of this policy.
15. The Victim/Survivor, Complainant, and the Respondent are entitled to simultaneous, written notification of the outcome of the investigation, including information regarding appeal rights, within 7 days of a decision or sooner if required by State or federal law.
 16. A Victim/Survivor who subsequently chooses to transfer to another postsecondary institution may request that the College provide them with information about resources for Victims/Survivors of sexual assault at the institution to which the Victim/Survivor is transferring.
 17. Consistent with laws governing access to student records, a student who reported an incident of sexual assault will be provided access to the student's description of the incident as it was reported to the institution, including if that student transfers to another postsecondary institution.

D. Bystander Intervention

Bystander intervention is an act of challenging the social norms that support, condone, or permit sexual violence. While the College supports the efforts of bystanders to prevent sexual harassment and sexual assault, nothing in this policy shall be construed to mean that the College encourages bystanders to place themselves in danger. Bystanders may intervene by notifying others that something is wrong, creating a distraction, removing a potential victim from a risky situation, or by helping to change culture by discouraging others from making inappropriate sexual comments or jokes.

E. Informal Resolution

Informal resolution is not always appropriate or feasible, depending upon the severity of the allegations and other circumstances. The College encourages Victims/Survivors to file a complaint for any violation of this policy, regardless of the severity of the alleged incident. If, however, the Victim/Survivor would like to pursue

informal resolution, the following information should be considered:

1. Early efforts to control a situation are important, particularly in cases of sexual harassment.
2. Sometimes unwelcome behavior can be stopped by telling the person directly that you are uncomfortable with his or her behavior and would like it to stop. This may be done in person, over the phone, via e-mail or letter, or by speaking with faculty or an employee's supervisor.
3. College employees are always available to provide guidance or assist the Victim/Survivor with an informal resolution, or to file a complaint.
4. Family, friends, or other trusted persons may also provide helpful support and advice.
5. Community-based, state, and national support organizations, such as sexual assault crisis centers may be contacted. Some of these organizations are included in the List of College and External Authorities, Resources, and Support found at the end of these policies.
6. At any time, and regardless of whether a complaint has been filed, the Victim/Survivor may informally resolve any violation of this policy with the Respondent.

F. Reporting a Complaint

1. Anyone—whether a student, employee, bystander, witness, or other third-party—may report a complaint under this policy.
 - a. A **student** who is a Victim/Survivor should file their complaint through the Online Reporting System or with the Title IX Coordinator.
 - i. If reporting through the Online Reporting System or to the Title IX Coordinator is not practical, any College employee other than work-study students may receive a complaint and will escalate it to the Title IX Coordinator.
 - b. An **employee** who is a Victim/Survivor should file their complaint through the Online Reporting System or with the Vice President of Human Capital.
 - c. A **third-party** who is a Victim/Survivor should file their complaint through the Online Reporting System or with the Title IX Coordinator.
 - d. **Bystanders, witnesses, or other third-parties** should report through the Online Reporting System or to the Title IX Coordinator.
2. Submit complaints to:

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- a. The Online Reporting System at <http://www.rasmussen.edu/student-life/title-ix/> on the College website.
 - b. The Title IX Coordinator, Joshua Collier (titleix@rasmussen.edu)
 - c. The Vice President of Human Capital, Jessica Schmiesing (titleix@rasmussen.edu)
3. Complaints made to faculty or other college employees who are not work-study students will be escalated to the Title IX Coordinator or Vice President of Human Capital as is appropriate.
 4. Anonymous complaints are permitted, and an Inquiry will be initiated to the extent possible with the information available.
 5. All complaints should be reported promptly.
 6. Upon receipt of a complaint alleging sexual assault, domestic violence, dating violence, or stalking, the College will provide the Victim/Survivor, at the earliest opportunity, with a concise and plain language writing explaining the Victim's/Survivor's Rights and Options.

G. No Retaliation Allowed

1. Regarding an alleged incident of sexual assault, domestic violence, dating violence, or stalking, no retaliatory action (e.g., threats, intimidation, reprisals, or adverse employment or educational actions) shall be taken against:
 - a. the Victim/Survivor;
 - b. those who, in good faith, report or disclose, file a complaint, or otherwise participate in the Inquiry, Investigation, or complaint resolution process;
 - c. an individual who serves as an advisor or support person for any party; and
 - d. an individual, merely because they are or have been the object of a complaint.
2. Complaints of retaliation will be investigated and resolved under the complaint procedures of this policy, and are subject to the range of sanctions outlined in this policy.

H. Amnesty for Good Faith Reporters

A witness or Victim/Survivor of an incident of alleged sexual assault, domestic violence, dating violence, or stalking who reports in good faith:

1. shall not be sanctioned by the College for admitting in the report to a violation of College policy on the personal use of drugs or alcohol; and
2. are immune from other violations of student conduct policies, including an action that places the health or safety of any other person at risk, unless the College determines that the violation was egregious.

I. Inquiries, Investigations, and Resolution of Complaints

1. An Inquiry or Investigation is conducted by the Title IX Coordinator, Vice President of Human Capital, corporate counsel, or any combination thereof.
2. Inquiry. An Inquiry is an initial assessment of whether the reported incident is governed by this policy and will include a telephone conversation with the Complainant and Victim/Survivor. The Title IX Coordinator, Vice President of Human Capital, corporate counsel, or combination thereof, will make a determination whether the circumstances warrant further investigation or whether the reported incident can be resolved by taking any action deemed appropriate to ensure the Victim's/Survivor's rights under this policy.
3. Investigation. A formal Investigation may follow an Inquiry if warranted by the circumstances.
 - a. Before an Investigation begins, the College shall notify the Complainant, Victim/Survivor, and Respondent of the College personnel with authority to make a finding or impose a sanction in their proceeding before the personnel initiate contact with any party. The parties have the opportunity to request a substitution if the participation of any of the College personnel with authority to make a finding or impose a sanction poses a conflict of interest.
 - b. The procedure for conducting an Investigation will include:
 - i. implementation of appropriate interim protective measures, if requested or if deemed necessary by the investigator.
 - ii. interviewing the Victim/Survivor, Complainant, Respondent, and witnesses.
 - iii. communication with the Victim/Survivor until the matter is resolved. The Victim/Survivor will be informed of procedures being followed throughout the Inquiry or Investigation, but will not be informed of specific information derived from conversations with the Respondent.

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- iv. a written report detailing findings, recommendations, and sanctions.
- c. The preponderance of the evidence standard shall be used in determining whether a violation of this policy occurred.

J. Appeals

1. The Victim/Survivor and Complainant, and the Respondent, have the right to timely appeal the findings or imposed sanctions resulting from an Inquiry or Investigation. An appeal will only be considered if it alleges one of the following:
 - a. a procedural error occurred;
 - b. new information exists that would substantially change the outcome of the finding; or
 - c. the sanction is disproportionate with the violation.
2. Appeals must be written, and filed with the General Counsel, Lori Kruizenga (titleix@rasmussen.edu)
3. The word "APPEAL" should be clearly written at the top of the appeal.
4. The appeal should clearly state, with specific details, the justification for the appeal.
5. Appeal Procedure:
 - a. The President and General Counsel will consider and decide the appeal.
 - b. The appeal will be limited in scope to the matter appealed, and to the evidence contained in the original Inquiry and Investigation record, unless the basis for the appeal is that new information exists.
 - i. If the appeal asserts that new information exists, the burden is on the appellant to produce the new information. However, the College may, at its discretion, conduct additional fact gathering efforts so long as they are limited to what is necessary to obtain the alleged new information as described in the appeal.
 - c. Upon due consideration, and based upon the preponderance of the evidence, a written appellate report containing findings and recommendations shall be produced.
 - d. The Victim/Survivor, Complainant, and the Respondent shall receive the appeal decision in writing within 7 days after the conclusion of the review of

findings or sanctions, or sooner if required by federal or State law.

6. All findings and recommendations of an appeal are final.

K. Contacts

1. The following college authorities are primarily responsible for receiving reports, and for conducting inquiries or investigations under this policy. To reach them, use the **Online Reporting System** or send an e-mail to: **titleix@rasmussen.edu**
 - a. Title IX Coordinator: Joshua Collier
 - b. Deputy Title IX Coordinator: Noel Borg
 - c. Vice President of Human Capital: Jessica Schmiesing
 - d. General Counsel: Lori Kruizenga
 - e. Associate Counsel: Nathaniel Orpen
2. Please see the lists for Local Law Enforcement, Medical Facilities, and Victim's/Survivor's Support and Advocacy Resources at <http://www.rasmussen.edu/student-life/title-ix/>

Anti-Harassment and Sexual Violence Policy (pg. 111)

Delete this policy. It is replaced by the Title IX and Policy Against Sexual Harassment and Sexual Assault.

Informal and Formal Complaints (pg. 111)

Delete this policy. It is replaced by the Title IX and Policy Against Sexual Harassment and Sexual Assault.

Informal Resolution (pg. 111)

Delete this policy. It is replaced by the Title IX and Policy Against Sexual Harassment and Sexual Assault.

Resolutions and Informal Complaints (pg. 111)

Delete this policy. It is replaced by the Title IX and Policy Against Sexual Harassment and Sexual Assault.

Definitions (pg. 111)

Delete this policy. It is replaced by the Title IX and Policy Against Sexual Harassment and Sexual Assault.

Formal Complaints by Students and Employees (pg. 112)

Delete this policy. It is replaced by the Title IX and Policy Against Sexual Harassment and Sexual Assault.

Victim's Rights Under Sexual Assault Policy (pg. 112)

Delete this policy. It is replaced by the Title IX and Policy Against Sexual Harassment and Sexual Assault.

Grievance Procedure (pg. 114)

Delete and replace paragraph #3 with the following:

3. If a complainant desires to further appeal a decision, a written statement must be submitted to the Senior Vice

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President of External and College Relations within 15 business days of the Campus Director's decision.
A response will be given within 30 business days.

State Contact Information for Student Complaints (pg. 114)

Delete and replace the Kansas information with the following:

KANSAS

Kansas Board of Regents

1000 SW Jackson Street, Suite 520

Topeka, KS 66612

785-430-4240

http://kansasregents.org/academic_affairs/private_out_of_state/complaint_process

Florida and Kansas Cancellation, Termination, Refund Policy (pg. 116)

Delete and replace the fifth bullet with the following:

- Student refunds are made within 30 days of the date of determination of withdrawal if the student does not officially withdraw.

The State of Minnesota and State of Wisconsin Cancellation, Termination, Refund Policy (pg. 116)

Change the title of this policy to:

Illinois, Minnesota, and Wisconsin Cancellation, Termination, Refund Policy

Accreditation (pg. 117-118)

Add the following:

The Practical Nursing Diploma at Rasmussen College – Land O'Lakes/East Pasco is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; 404-975-5000. www.acenursing.org

The Practical Nursing Diploma at Rasmussen College – Moorhead is a candidate for accreditation by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; 404-975-5000. www.acenursing.org

The Professional Nursing Associate's Degree program at Rasmussen College – Bloomington is a candidate for accreditation by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE,

Suite 850, Atlanta, GA 30326; 404-975-5000.
www.acenursing.org

The Professional Nursing Associate's Degree program at Rasmussen College – New Port Richey/West Pasco is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; 404-975-5000. www.acenursing.org

Delete and replace the paragraph regarding the Brooklyn Park/Maple Grove campus CAPTE status with the following:

Effective April 26, 2017, Rasmussen College – Brooklyn Park/Maple Grove has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org). Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program is progressing toward accreditation and may matriculate students in technical/professional courses. Candidate for Accreditation is not an accreditation status nor does it assure eventual accreditation.

Delete and replace the address for CAAHEP in the Surgical Technologist statement with the following:

Commission on Accreditation of Allied Health Education Programs (CAAHEP)
25400 US Highway 19 North
Suite 158
Clearwater, FL 33763
727-210-2350
www.caahep.org

Licenses, Authorizations, Certifications, Approvals, and Registrations (pg. 118)

Delete and replace the phone number for the Kansas Board of Regents with the following: 785-430-4240

TUITION STRUCTURE

Tuition Structure (pg. 119-120)

Delete the entire tuition table and its notes, and replace with the Tuition Structure and notes attached to this addendum.

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BACK COVER

Add the following Minnesota campus:

Brooklyn Park/Maple Grove

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

Remove the Appleton campus information.

GENERAL EDUCATION COURSE SELECTIONS

12-Week Quarters (6-Week Sessions)

UPPER DIVISION**Communication +***MMC 3407 Visual Communication in the Media +* 4**Humanities +**

AML 4680 Literature of American Minorities + 4

ART 3477 Art in the World and the Workplace + 4

PHY 4060 Understanding Ourselves Through Physics + 4

POT 4001 Political Thought + 4

Math/Natural Sciences +

EVR 3410 Human Uses of the Environment 4

MAT 3172 The Mathematics of Games + 4

STA 3215 Inferential Statistics and Analytics¹ 4**Social Sciences +**

AMH 3304 Visions of America Since 1945 4

CPO 4003 Comparative Politics 4

ECO 3250 Managerial Economics 4

PSY 3738 The Psychology of Social Media + 4

SYG 4119 Sociology in a Digital World + 4

See specific course requirements on program pages.

Italicized courses are offered in both traditional and competency-based education (CBE) modalities. The CBE version of an italicized course is only for use in a designated Flex Choice Credit-Based Competency-Based Education Program.

+ Flex Choice Credit by Assessment options available; see page 108 for details.

The “+” symbol following a course title indicates that there is an equivalent Credit by Assessment option specifically for this course. The “+” symbol appearing after a General Education category heading indicates that there is at least one Credit by Assessment option available to fulfill an elective within this category.

¹ Students may not take both Advanced Statistics and Analytics and Inferential Statistics and Analytics.

GENERAL EDUCATION REQUIREMENTS FOR RASMUSSEN COLLEGE

Bachelor’s degree candidates must successfully complete at least twenty-four (24) upper-division General Education credits beyond the lower-division credits required in an associate’s degree (see program page for specific requirements). Upper-division courses have course numbers in the 3000s and 4000s, and lower-level courses have course numbers in the 1000s and 2000s. Bachelor’s degree upper division General Education credits should be distributed across the following categories: Communication, Humanities, Math/Natural Sciences, and Social Sciences.

Associate’s degree candidates must successfully complete at least thirty-two (32) credits of General Education coursework distributed across the following categories: English Composition, Communication, Humanities, Math/Natural Sciences, and Social Sciences (see program page for specific requirements).

Diploma programs include General Education courses as designated by program. Certificate programs may not include General Education courses because they are career focused. Developmental Education courses do not count toward General Education requirements (or major and core requirements) in any program.

GENERAL EDUCATION PHILOSOPHY

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

GENERAL EDUCATION COURSE CATEGORIES

In the areas of English Composition and Communication, students will demonstrate understanding of basic rhetorical strategies including audience, purpose, thesis statements, effective organization, and/or the use of adequate and relevant evidence.

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

In the area of Math and Natural Sciences, students will demonstrate understanding of the notation and terminology used in mathematics; the effect that such calculations accomplish; the difference between the valid and invalid use of data and statistics; the fundamental scientific processes, theories, facts, concepts, and principles; the difference between facts and opinions; and/or the steps of the scientific method.

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

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FLEX CHOICE CREDIT BY ASSESSMENT OPTIONS

See specific options listed on program pages, as denoted by the "+" symbol. The "+" symbol following a course title indicates that there is an equivalent Credit by Assessment option specifically for this course. The "+" symbol appearing after a General Education category heading indicates that there is at least one Credit by Assessment option available to fulfill an elective within this category. Lower Division Flex Choice Credit by Assessment options on this chart may only be selected in place of designated courses listed in the certificate-, diploma-, and associate-level curricula of a Flex Choice Credit by Assessment eligible program. Upper Division Flex Choice Credit by Assessment options on this chart may only be selected in place of designated baccalaureate-level courses (generally identifiable by course numbers in the 3000s and 4000s).

Course Equivalent	Credit by Assessment Option	Credit by Assessment Description	Transfer (TR) or Test-Out (TO) Credits
LOWER DIVISION – MAJOR AND CORE			
Computer Applications and Business Systems Concepts	Computer and Microsoft Productivity	See CGS 1240 Computer Applications and Business Systems Concepts course description. Prerequisites: None	3 (TO)
Career Development	Virtual Career Center	See E242 Career Development course description. Prerequisites: None	2 (TO)
Customer Service	Customer Loyalty and Retention	See MNA 1161 Customer Service course description. Prerequisites: None	4 (TO)
LOWER DIVISION – GENERAL EDUCATION			
Lower Div. – Communications	Introduction to Communication	See COM 1002 Introduction to Communication course description. Prerequisites: None	4 (TO)
Lower Div. – English Composition ¹	English Composition I	See ENC 1101 English Composition course description. Prerequisites: None	4 (TO)
Lower Div. – Humanities	Humanities	See HUM 2023 Humanities course description. Prerequisites: None	4 (TO)
Lower Div. – Humanities	Art Appreciation	See ART 1204 Art Appreciation course description. Prerequisites: None	4 (TO)
Lower Div. – Math (MAT 1222 Algebra ¹)	Algebra	See MAT 1222 Algebra course description. Prerequisites: None <i>(Not available to IL students enrolled in certain programs.)</i>	4-5 (TO)
Lower Div. – Natural Science	Structure & Function of the Human Body	See PHA 1500 Structure and Function of the Human Body course description. Prerequisites: None	4 (TO)
Lower Div. – Social Sci. (or PSY 1012 General Psychology) ¹	General Psychology	See PSY 1012 General Psychology course description. Prerequisites: None	4 (TO)
Lower Div. – Social Science. (ECO 1000)	Principles of Economics	See ECO 1000 Principles of Economics for description. Prerequisites: None	4 (TO)
UPPER DIVISION – GENERAL EDUCATION			
Upper Div. – Communications ¹	Visual Communication in the Media	See MMC 3407 Visual Communication in the Media for description. Prerequisites: None	4 (TO)
Upper Div. – Humanities ¹	Art in the World and the Workplace	See ART 3477 Art in the World and the Workplace for description. Prerequisites: none	4 (TO)
Upper Div. – Humanities ¹	Understanding Ourselves Through Physics: From Newton to Your Cell Phone	See PHY 4060 Understanding Ourselves Through Physics: From Newton to Your Cell Phone for description ¹ . Prerequisites: None	4 (TO)
Upper Div. – Math ¹	The Mathematics of Games	See MAT 3172 The Mathematics of Games for description. Prerequisites: None	4 (TO)
Upper Div. – Social Sci. ¹	Sociology in a Digital World	See SYG 4119 Sociology in a Digital World for description. Prerequisites: None	4 (TO)
Upper Div. – Social Sci.) ¹	The Psychology of Social Media	See PSY 3738 The Psychology of Social Media for description. Prerequisites: None	4 (TO)

The decision to accept transfer credits is always at the discretion of the receiving institution.

¹ Courses listed as required within a program must be fulfilled via either the traditional faculty-led course or its specified Flex Choice Credit by Assessment option.

ACCOUNTING BACHELOR'S DEGREE

FLEX CHOICE COMPETENCY-BASED EDUCATION PROGRAM

(CREDIT BY ASSESSMENT OPTIONS AVAILABLE)

12-Week Quarters (6-Week Sessions)

Bachelor of Science Degree

CAREER OPPORTUNITIES:

- Accountant
- Auditor
- Cost Accountant
- Financial Analyst
- Managerial Accountant
- Accounts Payable
- Accounts Receivable

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 communication, critical thinking and problem solving, scientific and information literacy, financial literacy, diversity awareness, knowledge creation skills, and the need to incorporate them in meaningful ways.

ENTRANCE REQUIREMENTS:

This is a bachelor-completer program. To be considered for admission, students must hold a conferred associate's degree from an accredited institution as recognized by the U.S. Department of Education, or students must have successfully completed at least 60 quarter or 40 semester credits of college-level coursework with a grade of C or higher. In addition, students entering the Accounting Bachelor's Degree program must provide evidence of having successfully completed with a grade of C or higher both Financial Accounting I and Financial Accounting II, or course equivalents.

Students not transferring successfully completed Financial Accounting I and Financial Accounting II, or course equivalents, will be considered prequalified until both courses are completed within a regularly scheduled term at the regular non-Accelerated tuition rate. Once the program pre-qualification requirements are met, the student will be accepted into the Accounting Bachelor's degree program.

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

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

GENERAL EDUCATION COURSES

UPPER DIVISION

<i>Communication (Select 1 course) +</i>	4
<i>Humanities (Select 2 courses) +</i>	8
<i>Math/Natural Sciences (Select 1 course) +</i>	4
<i>Social Sciences (*Required; select 1 additional course) +</i>	8
<i>*ECO 3250 Managerial Economics</i>	

MAJOR AND CORE COURSES

UPPER DIVISION

ACG 3080 Managerial Accounting Theory and Practice	4
ACG 3085 Advanced Auditing Concepts and Standards	4
ACG 3205 Risk Management for Accountants	4
ACG 3246 Intermediate Financial Accounting I	4
ACG 3256 Intermediate Financial Accounting II	4
ACG 3481 Cost Accounting	4
<i>ACG 4402 Accounting Information Systems</i>	4
<i>ACG 4619 Corporate and International Accounting</i>	4
ACG 4724 Career Planning for Professionals	3
<i>BUL 3266 Business Law and Finance</i>	4
FIN 3247 Investments and Security Markets	4
GEB 3020 Advanced Principles of Financial Management	4
<i>MAN 3504 Operations Management</i>	4
<i>MAN 4720 Strategic Management</i>	4
<i>MAN 4845 Leadership and Teams</i>	4
TAX 3257 Partnership and Corporate Taxation	4

Choose either Track I or Track II:

Track I ¹	
ACG 4880 Accounting Internship	3
Track II	
ACG 4885 Bachelor's Accounting Capstone	3

Total Bachelor's Degree Credits

Transferred Lower Division Credits	90
Upper Division General Education Credits	24
Upper Division Major and Core Credits	66
TOTAL DEGREE CREDITS	180

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

This Flex Choice Credit-Based Competency-Based Education Program contains both traditional and competency-based education (CBE) courses. CBE courses are indicated in italics.

+ Flex Choice Credit by Assessment options available; see page 108 for details.

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

BUSINESS MANAGEMENT BACHELOR’S DEGREE

FLEX CHOICE COMPETENCY-BASED EDUCATION PROGRAM

(CREDIT BY ASSESSMENT OPTIONS AVAILABLE)

12-Week Quarters (6-Week Sessions)

Bachelor of Science Degree

CAREER OPPORTUNITIES:

- General and Operations Manager

OBJECTIVE:

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

ENTRANCE REQUIREMENTS:

This is a bachelor-completer program. To be considered for admission, students must hold a conferred associate’s degree from an accredited institution as recognized by the U.S. Department of Education, or students must have successfully completed at least 60 quarter or 40 semester credits of college-level coursework with a grade of C or higher.

GENERAL EDUCATION COURSES

UPPER DIVISION

<i>Communication (Select 1 course) +</i>	4
<i>Humanities (Select 2 courses) +</i>	8
<i>Math/Natural Sciences (*Required, select 1 additional course) +</i>	8
<i>*STA 3215 Inferential Statistics and Analytics</i>	
<i>Social Sciences (Select 2 courses) +</i>	8

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

MAJOR AND CORE COURSES

UPPER DIVISION

ACG 3357 Accounting for Business Managers	4
BUL 4060 Business Law and Ethical Behavior	3
GEB 3124 Business Research and Analysis	4
GEB 3422 Business Project Management	4
GEB 4220 Managing a Diverse Workforce	4
GEB 4410 Advanced Principles of Marketing	4
<i>ISM 3015 Management of Information Systems</i>	4
MAN 3175 Applied Management Principles	4
<i>MAN 3504 Operations Management</i>	4
<i>MAN 4143 Contemporary Leadership Challenges</i>	4
<i>MAN 4240 Organizational Behavior Analysis</i>	4
MAN 4441 Negotiation and Conflict Management	4
MAN 4602 International Business	4
<i>MAN 4720 Strategic Management</i>	4
MAN 4900 Management Capstone	3
RMI 4020 Risk Management	4

Total Bachelor’s Degree Credits

Transferred Lower Division Credits	90
Upper Division General Education Credits	28
Upper Division Major and Core Credits	62
TOTAL DEGREE CREDITS	180

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

This Flex Choice Credit-Based Competency-Based Education Program contains both traditional and competency-based education (CBE) courses. CBE courses are indicated in italics.

+ Flex Choice Credit by Assessment options available; see page 108 for details.

SPECIALIZATION OPTIONS

Students may elect to focus the general degree by substituting either of the following four-course specializations in place of: GEB 3124 Business Research and Analysis, MAN 3175 Applied Management Principles, MAN 4441 Negotiation and Conflict Management, and MAN 4602 International Business.

Business Analysis Specialization

CIS 4836C Web Analytics	4
IDC 3152 Enterprise Resource Reporting	4
IDC 3688 Advanced Relational Databases	4
IDC 4291 Advanced Business Process Management	4

Entrepreneurship Specialization

ENT 3281 Business Innovation: Best Practices in New Business Development	4
ENT 3624 Funding a New Business	4
ENT 4011 Sales and Marketing for New Business Ventures	4
ENT 4177 Law, Ethics and Entrepreneurship	4

FINANCE BACHELOR'S DEGREE
FLEX CHOICE COMPETENCY-BASED EDUCATION PROGRAM
(CREDIT BY ASSESSMENT OPTIONS AVAILABLE)
12-Week Quarters (6-Week Sessions)

Bachelor of Science Degree

CAREER OPPORTUNITIES:

- Financial Analyst
- Financial Manager
- Budget Analyst

OBJECTIVE:

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

ENTRANCE REQUIREMENTS:

This is a bachelor-completer program. To be considered for admission, students must hold a conferred associate's degree from an accredited institution as recognized by the U.S. Department of Education, or students must have successfully completed at least 60 quarter or 40 semester credits of college-level coursework with a grade of C or higher. In addition, students entering the Finance Bachelor's Degree program must provide evidence of having successfully completed with a grade of C or higher both Principles of Financial Accounting for Managers and Principles of Finance or Financial Markets and Institutions, or course equivalents.

A student not transferring successfully completed Principles of Financial Accounting for Managers and Principles of Finance or Financial Markets and Institutions, or course equivalents, will be considered prequalified until both courses are completed within a regularly scheduled quarter at the regular non-AcceleratED tuition rate. Once the program pre-qualification requirements are met, the student will be accepted into the Finance Bachelor's degree program.

GENERAL EDUCATION COURSES

UPPER DIVISION

<i>Communication (Select 1 course) +</i>	4
<i>Humanities (Select 2 courses) +</i>	8
<i>Math/Natural Sciences (*Required, select 1 additional course) +</i>	8
<i>*STA 3215 Inferential Statistics and Analytics</i>	
<i>Social Sciences (Select 2 courses) +</i>	8

MAJOR AND CORE COURSES

UPPER DIVISION

ACG 3080 Managerial Accounting Theory and Practice	4
<i>BUL 3266 Business Law and Finance</i>	4
ECO 4223 Money and Banking	4
FIN 3122 Intermediate Financial Management	4
FIN 3247 Investments and Security Markets	4
FIN 3396 International Finance	4
FIN 3434 Applications in Corporate Finance	4
FIN 4019 Financial Modeling	4
FIN 4372 Investment Portfolio Management	4
FIN 4955 Finance Capstone II	3
GEB 3020 Advanced Principles of Financial Management	4
<i>ISM 3015 Management of Information Systems</i>	4
<i>MAN 4143 Contemporary Leadership Challenges</i>	4
<i>MAN 4720 Strategic Management</i>	4
TAX 3257 Partnership and Corporate Taxation	4

Total Bachelor's Degree Credits

Transferred Lower Division Credits	90
Upper Division General Education Credits	28
Upper Division Major and Core Credits	59
<i>Unrestricted Elective Credits</i>	4
TOTAL DEGREE CREDITS	181

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

This Flex Choice Credit-Based Competency-Based Education Program contains both traditional and competency-based education (CBE) courses. CBE courses are indicated in italics.

+ Flex Choice Credit by Assessment options available; see page 108 for details.

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

HEALTHCARE MANAGEMENT BACHELOR'S DEGREE**FLEX CHOICE COMPETENCY-BASED EDUCATION PROGRAM**

(CREDIT BY ASSESSMENT OPTIONS AVAILABLE)

12-Week Quarters (6-Week Sessions)

Bachelor of Science Degree**CAREER OPPORTUNITIES:**

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

OBJECTIVE:

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

ENTRANCE REQUIREMENTS:

This is a bachelor-completer program. To be considered for admission, students must hold a conferred associate's degree from an accredited institution as recognized by the Department of Education, or students must have successfully completed 60 quarter or 40 semester credits with a grade of C or higher.

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

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

GENERAL EDUCATION COURSES**UPPER DIVISION**

<i>Communication (Select 1 course) +</i>	4
<i>Humanities (Select 2 courses) +</i>	8
<i>Math/Natural Sciences (*Required, select 1 additional course) +</i>	8
<i>*STA 3215 Inferential Statistics and Analytics</i>	
<i>Social Sciences (Select 2 courses) +</i>	8

MAJOR AND CORE COURSES**UPPER DIVISION**

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

Choose either Track I or Track II:**Track I ¹**

<i>HSA 4940 Healthcare Management Internship</i>	3
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Track II

<i>HSA 4922 Healthcare Management Capstone</i>	3
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Total Bachelor's Degree Credits

Transferred Lower Division Credits	90
Upper Division General Education Credits	28
Upper Division Major and Core Credits	62
TOTAL DEGREE CREDITS	180

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

This Flex Choice Credit-Based Competency-Based Education Program contains both traditional and competency-based education (CBE) courses. CBE courses are indicated in italics.

+ Flex Choice Credit by Assessment options available; see page 108 for details.

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

HUMAN RESOURCES AND ORGANIZATIONAL LEADERSHIP BACHELOR'S DEGREE

FLEX CHOICE COMPETENCY-BASED EDUCATION PROGRAM

(CREDIT BY ASSESSMENT OPTIONS AVAILABLE)

12-Week Quarters (6-Week Sessions)

Bachelor of Science Degree

CAREER OPPORTUNITIES:

- Human Resources Manager
- Compensation and Benefits Manager
- Training and Development Manager
- Personnel Recruiter
- Training and Development Specialist
- Benefits Coordinator
- Compensation and Benefits Analyst
- Human Resource Generalist
- Human Resource Director

OBJECTIVE:

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

ENTRANCE REQUIREMENTS:

This is a bachelor-completer program. To be considered for admission, students must hold a conferred associate's degree from an accredited institution as recognized by the U.S. Department of Education, or students must have successfully completed at least 60 quarter or 40 semester credits of college-level coursework with a grade of C or higher.

GENERAL EDUCATION COURSES

UPPER DIVISION

<i>Communication (Select 1 course) +</i>	4
<i>Humanities (Select 2 courses) +</i>	8
<i>Math/Natural Sciences (Required course)</i>	4
<i>STA 3215 Inferential Statistics and Analytics</i>	
<i>Social Sciences (Select 2 courses) +</i>	8

MAJOR AND CORE COURSES

UPPER DIVISION

<i>GEB 4220 Managing a Diverse Workforce</i>	4
<i>GEB 4505 Organizational Development</i>	4
INS 3677 International Leadership and Human Resource Management	4
MAN 3322 Human Resource Information Systems	4
MAN 3429 Modern Human Resource Management	4
MAN 3668 Strategic Human Resource Management	4
MAN 3710 Law and Ethics for the Human Resource Professional	4
MAN 4055 Workforce Performance and Talent Management	4
MAN 4128 Workforce and Labor Relations Management	4
<i>MAN 4143 Contemporary Leadership Challenges</i>	4
<i>MAN 4240 Organizational Behavior Analysis</i>	4
MAN 4320 Human Resource Recruitment and Selection	4
MAN 4330 Compensation Administration	4
MAN 4572 Instructional Design, Training and Development, and Learning	4
<i>MAN 4701 Leading Change</i>	4
<i>MAN 4845 Leadership and Teams</i>	4

Choose either Track I or Track II:

Track I ¹

MAN 4490 Human Resource Management Internship	2
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Track II

MAN 4991 Human Resource Project Capstone	2
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Total Bachelor's Degree Credits

Transferred Lower Division Credits	91
Upper Division General Education Credits	24
Upper Division Major and Core Credits	66
TOTAL DEGREE CREDITS	181

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

This Flex Choice Credit-Based Competency-Based Education Program contains both traditional and competency-based education (CBE) courses. CBE courses are indicated in italics.

+ Flex Choice Credit by Assessment options available; see page 108 for details.

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

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

MARKETING BACHELOR'S DEGREE
FLEX CHOICE COMPETENCY-BASED EDUCATION PROGRAM
(CREDIT BY ASSESSMENT OPTIONS AVAILABLE)
12-Week Quarters (6-Week Sessions)

Bachelor of Science Degree

CAREER OPPORTUNITIES:

- Marketing Manager
- Advertising Manager
- Market Research Analyst
- Sales Manager

OBJECTIVE:

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

ENTRANCE REQUIREMENTS:

This is a bachelor-completer program. To be considered for admission, students must hold a conferred associate's degree from an accredited institution as recognized by the U.S. Department of Education, or students must have successfully completed at least 60 quarter or 40 semester credits of college-level coursework with a grade of C or higher.

GENERAL EDUCATION COURSES

UPPER DIVISION

<i>Communication (Select 1 course) +</i>	4
<i>Humanities (Select 2 courses) +</i>	8
<i>Math/Natural Sciences (*Required, select 1 additional course) +</i>	8
<i>*STA 3215 Inferential Statistics and Analytics</i>	
<i>Social Sciences (Select 2 courses) +</i>	8

MAJOR AND CORE COURSES

UPPER DIVISION

GEB 3124 Business Research and Analysis	4
GEB 3275 Consumer Behavior	4
<i>GEB 4220 Managing a Diverse Workforce</i>	4
GEB 4230 Website Development for Business	4
GEB 4410 Advanced Principles of Marketing	4
<i>MAN 4143 Contemporary Leadership Challenges</i>	4
<i>MAN 4240 Organizational Behavior Analysis</i>	4
<i>MAN 4602 International Business</i>	4
<i>MAN 4720 Strategic Management</i>	4
MAR 3295 Internet Marketing, Public Relations, and Social Media	4
MAR 3592 Strategic Sales and Sales Management	4
MAR 3817 Search Engine Optimization and Marketing Strategies	4
MAR 4239 Marketing and Product Management	4
MAR 4355 Web Analytics	4
MAR 4582 Internet Law	4
MAR 4806 Marketing Capstone	2

Total Bachelor's Degree Credits

Transferred Lower Division Credits	91
Upper Division General Education Credits	28
Upper Division Major and Core Credits	62
TOTAL DEGREE CREDITS	181

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

This Flex Choice Credit-Based Competency-Based Education Program contains both traditional and competency-based education (CBE) courses. CBE courses are indicated in italics.

+ Flex Choice Credit by Assessment options available; see page 108 for details.

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

SUPPLY CHAIN AND LOGISTICS MANAGEMENT

BACHELOR'S DEGREE

FLEX CHOICE COMPETENCY-BASED EDUCATION PROGRAM

(CREDIT BY ASSESSMENT OPTIONS AVAILABLE)

12-Week Quarters (6-Week Sessions)

Bachelor of Science Degree

CAREER OPPORTUNITIES:

- Logistician
- Logistics Manager
- Logistics Analyst
- Logistics Engineer
- Supply Chain Analyst
- Supply Chain Manager
- Operations Manager

OBJECTIVE:

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

ENTRANCE REQUIREMENTS:

This is a bachelor-completer program. To be considered for admission, students must hold a conferred associate's degree from an accredited institution as recognized by the U.S. Department of Education, or students must have successfully completed at least 60 quarter or 40 semester credits of college-level coursework with a grade of C or higher.

GENERAL EDUCATION COURSES

UPPER DIVISION

Communication (Select 1 course) + 4

Humanities (Select 2 Courses) + 8

Math/Natural Sciences (*Required, select 1 additional course) + 8

**STA 3215 Inferential Statistics and Analytics*

Social Sciences (*Required, select 1 additional course) + 8

**ECO 3250 Managerial Economics*

MAJOR AND CORE COURSES

UPPER DIVISION

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

Choose either Track I or Track II:

Track I ¹ (not available in Illinois)

TRA 4490 Supply Chain and Logistics Management Internship 3

Track II

TRA 4495 Supply Chain and Logistics Management Capstone 3

Total Bachelor's Degree Credits

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

TOTAL DEGREE CREDITS 180

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

This Flex Choice Credit-Based Competency-Based Education Program contains both traditional and competency-based education (CBE) courses. CBE courses are indicated in italics.

+ Flex Choice Credit by Assessment options available; see page 108 for details.

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

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

ADDENDUM to the Rasmussen College Catalog 2016-2017

May 18, 2017

EARLY CHILDHOOD EDUCATION LEADERSHIP BACHELOR'S DEGREE

FLEX CHOICE CREDIT BY ASSESSMENT OPTIONS AVAILABLE

11-Week Quarters (5.5-Week Terms)

Bachelor of Science Degree

CAREER OPPORTUNITIES:

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

OBJECTIVE:

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

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

ENTRANCE REQUIREMENTS:

This is a bachelor-completer program. To be considered for admission, students must hold a conferred associate's degree (see below) from an accredited institution as recognized by the U.S. Department of Education, or students must have successfully completed at least 90 quarter credits of college-level coursework with a grade of C or higher. Approved conferred degrees:

- Early Childhood Education
- Early Childhood Development
- Early Care and Education
- Child and Family Studies
- Child Life Specialist/Assistant
- Child Psychology
- Early Childhood and Youth Development
- Child Development/Child Growth and Development
- Human Services
- Education Foundations
- Child Care
- Education and Youth Studies
- Para-educator
- Early Childhood Studies
- Elementary Education
- Early Childhood Special Education

Prospective students without an associate's degree in the fields listed above will be considered with a conferred associate's degree or at least 90 quarter credits of college-level coursework completed with a grade of C or higher in each course that will be transferred. In addition, students must provide evidence of having successfully completed with a grade of C or higher Foundations of Child Development and Early Childhood Education Curriculum and Instruction, or course equivalents. Any student who is not transferring successfully completed Foundations of Child Development and Early Childhood Education Curriculum and Instruction, or course equivalents, will be considered prequalified until these courses are completed within a regularly scheduled term at the regular non-AcceleratED tuition rate. Once the program pre-qualification requirements are met, the student will be accepted into the Early Childhood Education Leadership Bachelor's degree program.

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

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

GENERAL EDUCATION COURSES

UPPER DIVISION

- Communication (Select 1 course) +** 4
- Humanities (Select 2 courses) +** 8
- Math/Natural Sciences (Select 1 course) +** 4
- Social Sciences (Select 2 courses) +** 8

MAJOR AND CORE COURSES

UPPER DIVISION

- EEC 3000 Early Childhood Education: Understanding Mental Health in the Early Years 4
- EEC 3005 Communications and Connections for Early Childhood Professionals 4
- EEC 3007 Organizational Management in Early Childhood Education 4
- EEC 3318 Intentional Teaching Practices 4
- EEC 3011 Empowering Contemporary Families 4
- EEC 3015 Observation and Assessment for Effective Curriculum Planning 4
- EEC 3020 Positive Behavior Guidance for Young Children 4
- EEC 3407 Planning with a Purpose 4
- EEC 3026 Technology and Developmentally Appropriate Practices 4
- EEC 4000 Early Childhood Education: Environments and Play Theory 4
- EEC 3546 Supporting Professional Practices in Early Childhood Education 4
- EEC 4010 Early Childhood Language and Literacy Learning 4
- EEC 4015 Early Childhood Education: Diversity and Social Justice 4
- EEC 4022 Ethics and Leadership in Early Childhood Education 4
- EEC 4030 Supporting Exceptional Children and Families 4
- EEC 4485 Early Childhood Education Advocacy, Research and Policy 4
- EEC 4910 Early Childhood Education Leadership Capstone 2

Students may elect to focus their degree by substituting the following four-course specialization in place of: EEC 3005 Communications and Connections for Early Childhood Professionals, EEC 3011 Empowering Contemporary Families, EEC 3007 Organizational Management in Early Childhood Education, EEC 4022 Ethics and Leadership in Early Childhood Education.

Child Development Specialization:

- EEC 3171 Beyond the Basics of Health, Safety, and Nutrition 4
- EEC 3220 Child Development Ages Birth-3 4
- EEC 3225 Child Development Ages 3-5 4
- EEC 4005 Advanced Principles and Perspectives of Child Development 4

Total Degree Credits

- Transferred Lower Division Credits 90
- Upper Division General Education Credits 24
- Upper Division Major and Core Credits 66
- TOTAL DEGREE CREDITS 180**

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

+ Flex Choice Credit by Assessment options available; see page 108 for details.

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

PHYSICAL THERAPIST ASSISTANT ASSOCIATE'S DEGREE**FLEX CHOICE CREDIT BY ASSESSMENT COURSES AVAILABLE**

11-Week Quarters (5.5-Week Terms)

Associate of Science Degree in Florida, Associate of Applied Science Degree in Minnesota**CAREER OPPORTUNITIES:**

- Physical Therapist Assistant

OBJECTIVE:

Graduates of the Physical Therapist Assistant (PTA) Associate's Degree program know and can apply general education concepts and clinical technical skills in order to serve as a valuable member of a healthcare team. These individuals will demonstrate evidence-based care within the scope of practice of a PTA. Graduates will understand and value the therapeutic alliance between the patient/client and therapist, critical thinking and problem solving, communication, clinical decision-making, and diversity awareness as these concepts relate to modern patient management.

Graduation from a physical therapist assistant education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; phone: 703-706-3245; accreditation@apta.org; is necessary for eligibility to sit for the licensure examination, which is required in all states.

Rasmussen College – Land O' Lakes/East Pasco is seeking accreditation of a new physical therapist assistant education program from CAPTE. On June 1, 2016, the program submitted an Application for Candidacy, which is the formal application required in the pre-accreditation stage. Submission of this document does not assure that the program will be granted Candidate for Accreditation status. Achievement of Candidate for Accreditation status is required prior to implementation of the technical phase of the program; therefore, no students may be enrolled in technical courses until Candidate for Accreditation status has been achieved. Further, though achievement of Candidate for Accreditation status signifies satisfactory progress toward accreditation, it does not assure that the program will be granted accreditation.

Effective April 26, 2017, Rasmussen College – Brooklyn Park/Maple Grove has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org). Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program is progressing toward accreditation and may matriculate students in technical/professional courses. Candidate for Accreditation is not an accreditation status nor does it assure eventual accreditation.

This program may require specific immunizations prior to professional practice experience.

GENERAL EDUCATION COURSES**LOWER DIVISION**

English Composition (Required course)	4
ENC 1101 English Composition +	
Communication (Select 1 course) +	4
Humanities (Select 1 Course)	4
Math/Natural Sciences (*Required, 1 Additional Math Course Required)	14
*BSC 2346 Human Anatomy and Physiology I	
*BSC 2347 Human Anatomy and Physiology II	
Social Sciences (*Required, Select 1 Additional Course)	8
*PSY 1012 General Psychology +	

MAJOR AND CORE COURSES**LOWER DIVISION**

HSC 1531 Medical Terminology	4
PHT 1000 Physical Therapist Assistant Fundamentals	6
PHT 1100 Introduction to Evidence-Based Practice And Therapeutic Interventions	4
PHT 1200 Principles of Musculoskeletal Physical Therapy – Lower Quarter	5
PHT 1300 Principles of Musculoskeletal Physical Therapy – Upper Quarter	5
PHT 2000 Principles of Neuromuscular Physical Therapy	4
PHT 2500 Physical Therapist Assistant Clinical I	8
PHT 2600 Physical Therapy Practice Across the Lifespan	4
PHT 2650 Physical Therapy Practice for Special Populations	4
PHT 2700 Physical Therapist Assistant Clinical II	13
PHT 2800 Physical Therapist Assistant Capstone	2

Total Associate's Degree Credits

General Education Credits	34
Major and Core Credits	59
TOTAL DEGREE CREDITS	93

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

+Flex Choice Credit by Assessment courses available; see page 108 for details.

This program is only available at the Land O' Lakes/East Pasco campus in Florida, and the Brooklyn Park/Maple Grove campus in Minnesota.

In addition to meeting all other admissions requirements and attending a programmatic orientation: Florida campus applicants must successfully complete and pass a criminal background check; Minnesota campus applicants to this program must successfully complete and pass only a Minnesota Department of Human Services background check.

The Physical Therapist Assistant Associate's Degree curriculum is aligned with the educational requirements needed to apply for licensure as a Physical Therapist Assistant in Florida and Minnesota. Other eligibility requirements may apply; please verify your eligibility against board of physical therapy rules. This program may not meet requirements for licensure as a physical therapist assistant in states not listed above.

MASTER OF SCIENCE IN NURSING

11-Week Quarters (5.5 Week Terms)

CAREER OPPORTUNITIES:

Nursing Education:

- Faculty Role
- Leadership Position in an Academic Setting
- Staff Development
- Director of Education

Nursing Leadership and Administration:

- Chief Nursing Officer
- Director of Nursing
- Nurse Manager
- Nurse Administrator
- Health Policy Strategist
- Nurse Executive
- Nurse Compliance Inspector
- Case Manager

OBJECTIVE:

Graduates of this program are prepared to assume leadership roles that influence and contribute to the advancement of the nursing profession. As a leader in nursing, they possess the ability to synthesize advanced skills and scientific knowledge. Graduates understand the importance of team building and inter-disciplinary collaboration and have mastered strategies for conflict resolution. They possess the knowledge to provide high-quality care, impact health policy, understand industry driven outcomes, and initiate change through leadership and innovation. Graduates embrace the core values of the nursing profession and have explored contemporary issues on the forefront of global healthcare. Course work in this program builds on prior knowledge and skills, while the curriculum provides the theoretical framework and practical experience required for advanced nursing within a variety of healthcare settings.

ENTRANCE REQUIREMENTS:

Applicants must submit an application packet, containing: a completed program application form (which includes a writing sample), official transcripts documenting conferral of a bachelor's degree in nursing with a 3.0 cumulative GPA or higher, documentation of an active unencumbered RN license, and two letters of reference (one professional and one personal). When a completed application is submitted, it will be reviewed by the Dean of the School of Nursing. Applicants who have had their application packet approved must complete the following prior to being deemed eligible for entrance into the program: Rasmussen College data sheet and enrollment agreement, a criminal background screening, and any additional program specific requirements as specified at the time of enrollment. Accepted applicants must complete the Rasmussen experiential online orientation course and the School of Nursing Orientation. Drug testing, proof of current vaccinations, and proof of current CPR certification are not entrance requirement(s) for this program; however, some clinical facilities may require drug testing, proof of current vaccinations, or proof of current CPR certification prior to professional practice experience. Entrants will receive a letter from the College in the mail confirming acceptance once all entrance requirements have been met.

CORE COURSES

UPPER DIVISION

NGR 5000 Transitioning to a Nurse Scholar	4
NGR 5100 Advanced Pharmacology	4
NGR 5200 Advanced Pathophysiology	4
NGR 5300 Advanced Holistic Health Assessment	4
NGR 5400 The Impact of Ethics on Decision-Making in Healthcare	4
NGR 6000 The Art of Influencing Policy	4
NGR 6100 The Business Side of Nursing	4
NGR 6900 MSN Capstone	4

CHOOSE ONE SPECIALIZATION:

Nursing Education Specialization

NGR 6200 Transforming the Experience of Learning	4
NGR 6300 Curriculum Design and Program Evaluation	4
NGR 6400 Innovative Teaching and Assessment Strategies	4
NGR 6450 Scholarship of Teaching	4

Nursing Leadership and Administration Specialization

NGR 6500 The Art of Leadership	4
NGR 6600 The Science of Nursing Administration	4
NGR 6700 Leading the Future of Healthcare	4
NGR 6800 Administration Immersion	4

Total Degree Credits

Core Credits	32
Specialization Credits	16

TOTAL MASTER'S DEGREE CREDITS 48

The MSN is not available to residents of all states. Please speak with a program manager to determine your eligibility for enrollment.

MSN students must demonstrate successful completion of a 3000-level or higher statistics course, taken within the past five years, as a prerequisite or co-requisite to NGR 5000 and NGR 5100. When an upper-level Statistics course has not previously been completed, the student may either: (1) concurrently enroll as an Individual Progress student their first Quarter and complete STA 3140 Advanced Statistics and Analytics in an 11-week format while taking Nursing courses, or (2) enroll as an Individual Progress student and complete either STA3215 Inferential Statistics and Analytics in a 6-week format or STA3140 Advanced Statistics and Analytics in an 11-week format before taking Nursing courses. This course is not eligible for Financial Aid.

Immunizations and successful completion of a criminal background check may be required before beginning practicum experiences. These requirements may vary, as they are determined by the practicum site.

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

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

DATA ANALYTICS BACHELOR’S DEGREE

FLEX CHOICE CREDIT BY ASSESSMENT OPTIONS AVAILABLE

11-Week Quarters (5.5-Week Terms)

Bachelor of Science Degree

CAREER OPPORTUNITIES

- Business Intelligence Developer
- Data Analyst
- Data Quality Analyst
- Junior Data Analyst
- Systems Engineer
- Systems Software Developer
- Web Analytics Analyst

OBJECTIVE

The Data Analytics Bachelor’s Degree provides students with hands-on experience, which allows them to apply knowledge and skills related to the complete data analysis lifecycle. Courses are project-based and simulate real-world experience with relevant software applications and databases. Students benefit from learning from highly-qualified faculty who have practical, in-field experience. Graduates will understand how to explore and apply data analytics principles such as management, environments, platforms, scripting, software, data quality, data analysis, and visualization. This program’s curriculum is aligned to industry-standard analytics and software tools, which gives an advantage to our graduates as they enter the career field. Authentic, real-world scenario assessments allow students to further apply industry-relevant knowledge and skills. Graduates are prepared to communicate actionable insights to stakeholders through data analysis and visualization.

ENTRANCE REQUIREMENTS

This is a bachelor-completer program. Students entering this program must provide evidence of having a conferred associate’s degree, or at least 90 quarter credits of college level coursework with a grade of C or higher in each course that will be transferred, from an accredited institution as recognized by the U.S. Department of Education in one of the programs listed below to gain acceptance to the program. Students seeking consideration of credit for work or professional experience must go through the Prior Learning Assessment (PLA) process as established through the Council for Adult Experiential Learning (CAEL). Acceptable associate’s degree programs are:

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

Prospective students with an associate’s degree or at least 90 quarter credits or 60 semester credits outside the fields listed above may be considered for this program as specified below:

- Only courses with a grade of C or higher will be transferred.
- Students may be required to take additional coursework to complete the program if they have not presented a transcript proving prior completion with a grade of C or higher. The courses a student may be required to complete include: C++

Programming, Database Fundamentals for Programming, and Essential Statistics and Analytics. Prior transcripts will be evaluated on a course by course basis to determine which coursework is required to complete as a pre-requisite for upper level courses. Comparable introductory programming and database courses need to have been completed within the past three (3) years.

GENERAL EDUCATION COURSES

UPPER DIVISION

Communication (Select 2 courses)	8
Humanities (Select 1 course)	4
Math/Natural Sciences (*Required course, select 1 additional course)	8
*STA 3215 Inferential Statistics and Analytics	
Social Sciences (Select 1 course)	4

MAJOR AND CORE COURSES

UPPER DIVISION

CDA 3315C Fundamentals of Enterprise Architecture	4
CTS 3265C Introduction to Business Intelligence	4
CTS 4557 Emerging Trends in Technology	3
GEB 3422 Business Project Management	4
IDC 3152 Enterprise Resource Reporting	4
MAN 3504 Operations Management	4
QMB 3000 Introduction to Data Analytics	4
QMB 3100 Foundations of Analytics Platforms, Environments, and Software	4
QMB 3200 Introduction to Scripting	4
QMB 3300 Introduction to Data Visualization	4
QMB 4000 Data Elements	4
QMB 4100 Applied Business Intelligence	4
QMB 4200 Advanced Analytics Platforms, Environments, and Software	4
QMB 4300 Data Quality in Analytics	4
QMB 4400 Data Analysis and Optimization	4
QMB 4500 Data Visualization Implementation and Communication	4
QMB 4900 Data Analytics Capstone	3

Total Bachelor's Degree Credits

Transferred Lower Division Credits	90
Upper Division General Education Credits	24
Upper Division Major and Core Credits	66
TOTAL DEGREE CREDITS	180

SEE PAGE 64 FOR GENERAL EDUCATION COURSE SELECTIONS.

+ Flex Choice Credit by Assessment options available; see page 108 for details.

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

The *Standard Tuition Rate* applies to programs with 11-Week Quarters (5.5-Week Terms), and the *AcceleratED Standard Tuition Rate* applies to programs with 12-Week Quarters (6-Week Sessions) as designated in the Catalog/Addendum, unless stated otherwise below.

Part-time is fewer than 12 credits per Quarter. Full-time is 12 or more credits per Quarter.	Part-time	Full-time
SCHOOL OF BUSINESS		
<u>Standard Tuition Rate</u>	\$310 per credit	\$260 per credit
<u>AcceleratED Standard Tuition Rate</u> (see <i>Additional Exceptions</i> below)	\$275 per credit	\$209 per credit
SCHOOL OF DESIGN		
• <u>Standard Tuition Rate</u>	\$310 per credit	\$260 per credit
SCHOOL OF EDUCATION		
<u>Standard Tuition Rate</u> (all programs except any listed below)	\$310 per credit	\$260 per credit
▪ Early Childhood Education Associate's degree for KinderCare Education Employees	\$199 per credit	\$167 per credit
▪ Early Childhood Education Associate's degree for Bright Horizons Employees	\$199 per credit	\$167 per credit
<u>AcceleratED Standard Tuition Rate</u> (see <i>Additional Exceptions</i> below)	\$310 per credit	\$260 per credit
SCHOOL OF HEALTH SCIENCES		
<u>Standard Tuition Rate</u> (all programs except any listed below)	\$310 per credit	\$260 per credit
▪ Health Information Technician Associate's degree	\$275 per credit	\$209 per credit
▪ Medical Assisting Diploma	\$275 per credit	\$209 per credit
▪ Medical Billing and Coding Certificate	\$275 per credit	\$209 per credit
▪ Physical Therapist Assistant Associate's degree	\$310 per credit	\$310 per credit
<u>AcceleratED Standard Tuition Rate</u> (all programs except any listed below; see <i>Additional Exceptions</i> below)	\$310 per credit	\$260 per credit
▪ Health and Wellness Bachelor's degree	\$275 per credit	\$209 per credit
SCHOOL OF JUSTICE STUDIES		
<u>Standard Tuition Rate</u>	\$310 per credit	\$260 per credit
<u>AcceleratED Standard Tuition Rate</u> (see <i>Additional Exceptions</i> below)	\$310 per credit	\$260 per credit
SCHOOL OF NURSING		
• Master of Science in Nursing degree	\$395 per credit	\$395 per credit
• Bachelor of Science in Nursing degree		
◦ RN to BSN Entrance Option	\$260 per credit	\$260 per credit
◦ Standard Entrance Accelerated BSN Entrance Option	\$325 per credit	\$325 per credit
◦ Second Degree Accelerated BSN Entrance Option	\$325 per credit	\$325 per credit
• Professional Nursing Associate's degree		
◦ Campuses in Florida, Illinois, Kansas, Minnesota (excluding Moorhead), Wisconsin	\$395 per credit	\$395 per credit
◦ Campuses in North Dakota (including Moorhead)	\$350 per credit	\$350 per credit
• Practical Nursing Diploma		
◦ Campuses in Florida:	\$325 per credit	\$325 per credit
◦ Campuses in Minnesota (excluding Moorhead)	\$375 per credit	\$375 per credit
◦ Campuses in North Dakota (including Moorhead)	\$350 per credit	\$350 per credit
SCHOOL OF TECHNOLOGY		
<u>Standard Tuition Rate</u> (all programs except any listed below)	\$310 per credit	\$260 per credit
• Computer Science Bachelor's degree	\$275 per credit	\$209 per credit
• Data Analytics Bachelor's degree	\$275 per credit	\$130 per credit
<u>AcceleratED Standard Tuition Rate</u> (see <i>Additional Exceptions</i> below)	\$275 per credit	\$209 per credit
FLEX CHOICE® CREDIT BY ASSESSMENT: Tuition rates listed above are for traditional courses required within programs. Flex Choice Credit by Assessment ("CBA"), when available, may be attempted for a fee of \$99 per attempt. Students must enroll in at least six credits of traditional courses during the quarter in which they attempt a CBA. CBA fees are not eligible for Title IV financial aid, or for military, corporate, or articulation discounts.		
CREDIT BY EXAMINATION: Prepayment of a non-refundable/non-transferrable Credit by Examination fee of \$99.00 is required prior to being granted access to any Credit by Examination.		
ADDITIONAL EXCEPTIONS TO THE ACCELERATED STANDARD TUITION RATE		
<u>Prequalified Coursework:</u> Prequalified course requirements and any other courses taken in the 11-Week Quarters (5.5-Week Terms) prior to beginning program courses in the 12-Week Quarters (6-Week Sessions). This exception to the AcceleratED Standard Tuition Rate does not apply to the Computer Science Bachelor's degree program or Data Analytics Bachelor's degree program.	\$310 per credit	\$260 per credit

Additional Tuition Structure Information

- Full-time students are defined as taking 12 or more credits per 11-week quarter or taking 12 or more credits per 12-week quarter. Students taking fewer than 12 credits per 11-week or 12-week quarter are part-time students. For tuition purposes only, students taking 8 or more credits when enrolled in a single 5.5-week term of an 11-week quarter are considered full-time students.
- A change in the number of credits taken during enrollment in any quarter may lead to different prices if a student moves from part-time to full-time or vice versa.
- FAST TRACK: Students taking 16 or more credits shall only be charged for 16 credits and will be assessed an additional course resources fee of \$175 for every course over four courses. Students enrolled in the Bachelor of Science in Nursing degree program through the Standard Entrance Accelerated BSN Entrance Option or Second Degree Accelerated BSN Entrance Option do not qualify for Fast Track pricing.
- Individual Progress students will be charged at the School of Business part-time rate, plus the applicable Course Technology and Resource Fee. Individual Progress students are not eligible for Credit by Assessment.
- Audit students who elect to take courses without earning college credit are charged \$167 per credit hour plus the applicable Course Technology and Resource Fee and book fees for each course. Students who wish to convert the Audit grade to a letter grade will be charged the difference between the audit rate and the program part-time rate in effect at the time the grade is converted.
- Students who meet qualifications for military or articulation discounts are eligible to receive a 10% reduction in per term tuition cost. Students in the Bachelor of Science in Nursing program entering through the RN to BSN entrance option are not eligible for any additional discounts. Students enrolled in programs with tuition rates lower than \$209 per credit for full-time rates and \$275 per credit for part-time rates are not eligible for military, corporate or articulation discounts.

Program Administrative Fee

Rasmussen College has a one-time administrative fee, charged during the first quarter of enrollment, for all new and reentering students enrolled in the following programs. This fee covers some of the costs of administering each program including, but not limited to: administering program-specific requirements and managing clinical/externship/practicum sites and/or preceptorships. This fee is non-refundable.

- School of Health Sciences:
 - Medical Assisting Diploma (\$350)
 - Medical Laboratory Technician Associate's degree (\$350)
 - Physical Therapist Assistant Associate's degree (\$350)
 - Radiologic Technology Associate's degree (\$350)
 - Surgical Technologist Associate's degree (\$350)
- School of Nursing:
 - Master of Science in Nursing degree (\$495)
 - Bachelor of Science in Nursing degree, RN to BSN Entrance Option (\$150)
 - Bachelor of Science in Nursing degree, Second Degree Accelerated BSN Entrance Option (\$495)
 - Bachelor of Science in Nursing degree, Standard Entrance Accelerated BSN Entrance Option (\$495)
 - Practical Nursing Diploma (\$495)
 - Professional Nursing Associate's degree (\$495)

Course Technology and Resource Fee

Rasmussen College charges a \$175 course technology and resource fee for each faculty-led course. A \$175 course technology and resource fee is assessed on each School of Nursing lab component, School of Nursing clinical component, School of Health Sciences lab component, School of Health Sciences clinical component, and General Education lab component in addition to the \$175 assessed on the course. Lab components are designated in the College Catalog course descriptions and on the student's schedule with course numbers ending in "L". Clinical components are designated in the College Catalog course descriptions and on the student's schedule with course numbers ending in "LL".

Students enrolled in the Data Analytics Bachelor's degree program will not be subject to the Course Technology and Resource Fee for any course taken while enrolled in the program.

The items included in this fee vary by program of study and can include, but are not limited to:

- Access to technology tools and online course systems
- Access to electronic library resources (reference services, books, eBooks, databases, guides, interlibrary loan, etc.)
- Access to licensed materials and videos

- Peer, faculty and expert tutoring with 24/7 math support and question response as well as lab paper review
- The Student Portal
- The Personal Support Center Help Desk
- Access to online career resources such as Optimal Resume and Job Connect
- Reimbursement for certain student exam certifications and certain exam review programs
- Tactical facilities and services required for the criminal justice program
- Some (not all) background checks and immunizations
- Uniforms and other supplies for the medical and criminal justice programs used while in class

Book Fee

Students may purchase required textbooks or e-books through Rasmussen College for a \$10 flat fee for each textbook (traditional or e-book) for each course. Students are not required to purchase the required textbooks through the College and may opt-out and purchase the required textbooks through another source such as Amazon. See the textbook opt-out policy. If the student does not opt out, the College will provide the required textbooks or e-book to the student for the \$10 per-book charge.

Example: For a course that has two textbooks, a student will pay the technology and course resource fee of \$175.00, plus \$20.00 in book fees, for a total of \$195.00.

Textbook Opt-out Policy

Students may opt out of purchasing any or all textbooks or e-books through the College at the \$10 flat book fee per textbook or e-book. Students who opt out will need to purchase the required textbooks or e-books separately through another vendor, such as Amazon. Students who opt out are advised that access to textbook or e-books via a link within a course will be removed.

Students can opt-out by completing the textbook opt-out form available through the student portal. The form must be completed, scanned, and emailed to TextbookOptOut@rasmussen.edu by the end of the class add period, as defined in the Rasmussen College catalog.

The list of textbooks and materials required for each course, including the ISBN, retail price and the fee Rasmussen College charges (\$10.00 for each textbook) is available on the student portal and on the bottom of the schedule confirmation page.

Students who opt out should order their textbooks and e-books at least three weeks before the start of each term to help ensure materials are delivered in time for the start of courses.