



RASMUSSEN UNIVERSITY

COURSE CATALOG
2021



MISSION

Rasmussen University 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 UNIVERSITY ESTABLISHED THESE PURPOSES:

- 1. Educational Excellence and Assessment:** Rasmussen University fosters a learning and teaching community that is challenging, stimulating, and student-focused. The University 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 University 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 University publicly states its mission and demonstrates its commitment to the public good by supporting career-focused education that empowers local communities. The University builds community through education and interacts with its constituency with integrity and transparency.
- 4. Resources and Effectiveness:** Rasmussen University allocates resources to human capital, facilities, and technology in its commitment to accuracy, connectedness, and timeliness. The University is dedicated to effective use and investment of resources and a quality learning and teaching environment for students, staff, and faculty.
- 5. Diversity, Equity, and Inclusion:** Rasmussen University promotes diversity awareness; respect for multiple perspectives; equity for all students, staff, and faculty; and inclusion among all University stakeholders in and out of classrooms.

TABLE OF CONTENTS

Mission and Purposes	
Academic Calendar	2
Letter from the President	7
Support Services	8
School of Business	9
School of Design	26
School of Education	28
School of Health Sciences	34
School of Justice Studies	56
School of Nursing	64
School of Technology	76
General Education Course Selections (11-Week Quarters)	90
General Education Course Selections (12-Week Quarters)	91
Course Descriptions	92
Academic Information and University Policies	130
Flex Choice® Credit by Assessment Options	162
Leadership and Administration	177

2020-2021 ACADEMIC CALENDAR

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

Summer Quarter 2020

July 6 – September 19

- Summer Term I July 6 – August 11
- Summer Term II August 12 – September 19

Fall Quarter 2020

October 5 – December 19

- Fall Term I October 5 – November 10
- Fall Term II November 12 – December 19

Winter Quarter 2021

January 4 – March 20

- Winter Term I January 4 – February 9
- Winter Term II February 10 – March 20

Spring Quarter 2021

April 5 – June 19

- Spring Term I April 5 – May 11
- Spring Term II May 12 – June 19

Summer Quarter 2021

July 6 – September 18

- Summer Term I July 6 – August 10
- Summer Term II August 11 – September 18

Fall Quarter 2021

October 4 – December 18

- Fall Term I October 4 – November 9
- Fall Term II November 10 – December 18

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

Summer Quarter 2020

July 6 – September 27

- Summer Session I July 6 – August 16
- Summer Session II August 17 – September 27

Fall Quarter 2020

October 5 – December 27

- Fall Session I October 5 – November 15
- Fall Session II November 16 – December 27

Winter Quarter 2021

January 4 – March 28

- Winter Session I January 4 – February 14
- Winter Session II February 15 – March 28

Spring Quarter 2021

April 5 – June 27

- Spring Session I April 5 – May 16
- Spring Session II May 17 – June 27

UNIVERSITY HOLIDAYS

(residential courses do not meet)

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

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

See following table for course drop/add/withdraw deadlines

2020 -2021 – Course Change Deadlines

Course Term & Length	First Day of Classes	Last Day of Classes (Courses close at 11:59 PM CT)	Last Date to Add a Course*	Last Date to Drop a Course*	Last Date to Withdraw from a Course*
Summer 2020, 11-Week	Monday, July 6, 2020	Saturday, September 19, 2020	7/10/2020	7/13/2020	8/20/2020
Summer 2020, Term I 5.5-Week	Monday, July 6, 2020	Tuesday, August 11, 2020	7/7/2020	7/13/2020	7/28/2020
Summer 2020, Term II 5.5-Week	Wednesday, August 12, 2020	Saturday, September 19, 2020	8/13/2020	8/19/2020	9/4/2020
Summer 2020, 12-Week	Monday, July 6, 2020	Sunday, September 27, 2020	7/7/2020	7/13/2020	8/25/2020
Summer 2020, Session I 6-Week	Monday, July 6, 2020	Sunday, August 16, 2020	7/7/2020	7/13/2020	7/31/2020
Summer 2020, Session II 6-Week	Monday, August 17, 2020	Sunday, September 27, 2020	8/18/2020	8/24/2020	9/11/2020
Fall 2020, 11-Week	Monday, October 5, 2020	Saturday, December 19, 2020	10/9/2020	10/12/2020	11/24/2020
Fall 2020, Session I 5.5-Week	Monday, October 5, 2020	Tuesday, November 10, 2020	10/6/2020	10/12/2020	10/30/2020
Fall 2020, Session II 5.5-Week	Thursday, November 12, 2020	Saturday, December 19, 2020	11/13/2020	11/19/2020	12/4/2020
Fall 2020, 12-Week	Monday, October 5, 2020	Sunday, December 27, 2020	10/12/2020	10/12/2020	11/24/2020
Fall 2020, Session I 6-Week	Monday, October 5, 2020	Sunday, November 15, 2020	10/6/2020	10/12/2020	10/30/2020
Fall 2020, Session II 6-Week	Monday, November 16, 2020	Sunday, December 27, 2020	11/17/2020	11/23/2020	12/11/2020
Winter 2021, 11-Week	Monday, January 4, 2021	Saturday, March 20, 2021	1/8/2021	1/11/2021	2/18/2021
Winter 2021, Term I 5.5-Week	Monday, January 4, 2021	Tuesday, February 9, 2021	1/5/2021	1/11/2021	1/26/2021
Winter 2021, Term II 5.5-Week	Wednesday, February 10, 2021	Saturday, March 20, 2021	2/11/2021	2/17/2021	3/5/2021
Winter 2021, 12-Week	Monday, January 4, 2021	Sunday, March 28, 2021	1/5/2021	1/11/2021	2/23/2021
Winter 2021, Session I 6-Week	Monday, January 4, 2021	Sunday, February 14, 2021	1/5/2021	1/11/2021	1/29/2021
Winter 2021, Session II 6-Week	Monday, February 15, 2021	Sunday, March 28, 2021	2/16/2021	2/22/2021	3/12/2021
Spring 2021, 11-Week	Monday, April 5, 2021	Saturday, June 19, 2021	4/9/2021	4/12/2021	5/20/2021
Spring 2021, Term I 5.5-Week	Monday, April 5, 2021	Tuesday, May 11, 2021	4/6/2021	4/12/2021	4/27/2021
Spring 2021, Term II 5.5-Week	Wednesday, May 12, 2021	Saturday, June 19, 2021	5/13/2021	5/19/2021	6/4/2021
Spring 2021, 12-Week	Monday, April 5, 2021	Sunday, June 27, 2021	4/6/2021	4/12/2021	5/25/2021
Spring 2021, Session I 6-Week	Monday, April 5, 2021	Sunday, May 16, 2021	4/6/2021	4/12/2021	4/30/2021
Spring 2021, Session II 6-Week	Monday, May 17, 2021	Sunday, June 27, 2021	5/18/2021	5/24/2021	6/11/2021
Summer 2021, 11-Week	Tuesday, July 6, 2021	Saturday, September 18, 2021	7/12/2021	7/13/2021	8/20/2021
Summer 2021, Term I 5.5-Week	Tuesday, July 6, 2021	Tuesday, August 10, 2021	7/7/2021	7/13/2021	7/27/2021
Summer 2021, Term II 5.5-Week	Wednesday, August 11, 2021	Saturday, September 18, 2021	8/12/2021	8/18/2021	9/3/2021

*See Course Drop, Add, Withdraw policies for six-month terms for complete information

2020-2021 ACADEMIC CALENDAR

Six-Month Terms Calendar

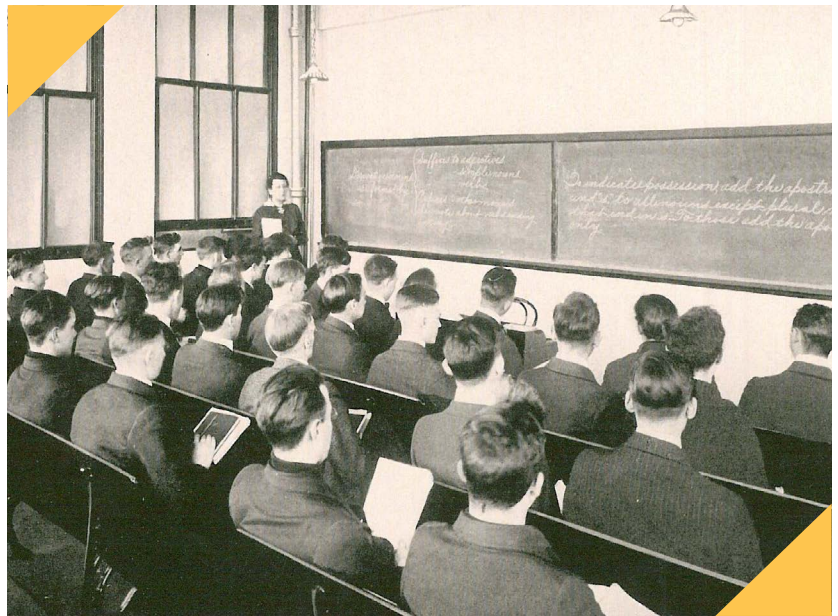
The Rasmussen University Flex Choice® CBE six-month term enrollment model allows new groups of students to start approximately every six weeks. The student's academic term is six months in length. The academic year also includes a break between terms. The traditional quarter-based academic calendar with multiple start dates and holidays is not applicable for students who are enrolled in Flex Choice® CBE six-month term programs. Students enrolled in Flex Choice CBE six-month term programs can access learning resources and complete assessments any time, day or night, without regard to holidays and other significant dates during the term. Students may only be enrolled in one Flex Choice CBE six-month term at a time and are considered enrolled and active once the Flex Choice CBE six-month term enrollment has been established by posting attendance in at least one course per the attendance policy of the University. Based on the requirements of their program and in consideration of the pre- or co-requisites of the program, students will work in partnership with their Advisor to register for their courses prior to the start of a term. The term enrollment process is important because students are agreeing to pay tuition in full and complete all of their registered courses by the end of the term. Term attendance must be established no later than the sixth business day following the start of the term for all students. Once term

attendance is established, students are considered enrolled for the term and are responsible for tuition charges. Once students have enrolled in a term, they are committed to the courses. Changes to enrollment will not be processed except as allowed in the course withdrawal and course add policies. Students who do not complete registration and meet attendance requirements for the new term are administratively withdrawn from the University. Satisfactory academic progress is calculated at the end of each term in the student's academic program. Tuition is billed at a flat rate every term for students enrolled in the subscription model; students pay for time, not by credit hour or by course. Students enrolled in the tuition-per-credit model are billed according to the total credits registered at the start of the six-month term. Eligible students may transfer between the subscription and the pay-per-credit model between terms, but not during a six-month term. A request to switch tuition models must be made to the student's Advisor no later than seven calendar days prior to the start of the applicable term.

Start Day	End Day	5.5 Week Start Date Transition	Last Day to Drop a Course* (6th business day)	Last Day to Add a Course* (15 business days prior to last day of course)	Last Day to Withdraw from a Course* (90% of 6 month term)
Monday, February 17, 2020	Wednesday, August 5, 2020	Wednesday, August 12, 2020	2/24/2020	7/15/2020	7/19/2020
Monday, April 6, 2020	Wednesday, September 23, 2020	Monday, October 5, 2020	4/13/2020	9/2/2020	9/6/2020
Monday, May 18, 2020	Wednesday, November 4, 2020	Thursday, November 12, 2020	5/25/2020	10/14/2020	10/18/2020

*See Course Drop, Add, Withdraw policies for six-month terms for complete information





WELCOME TO RASMUSSEN UNIVERSITY



Welcome and thank you for choosing to pursue your studies at Rasmussen University. For 120 years, Rasmussen University has been committed to providing high-quality, affordable education while empowering our diverse student population to pursue the dream of a university degree.

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 University, we offer quality curriculum delivered by industry-experienced faculty, and continuously strive to provide flexible and affordable learning options for our degree programs.

An education at Rasmussen is designed to prepare you to excel in your chosen field and make a difference in the world. As a student you will have real-time access to a suite of support services such as an academic advisor, library and learning resources, tutors and career services advisors. These services promote success from the first day of class through graduation, and into the next phase of your career. Our mission of being a pioneer in the field of career-focused education, and a leader in online education, ensures that your educational journey will consist of authentic real-life experiences intentionally planned to enable you to transition seamlessly from student to a valued contributor to society.

Rasmussen University is proud of its long-standing history and track record of making a university 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 engaging with you and helping you achieve your educational goals!

Sincerely,

A handwritten signature in black ink that reads "Ann M. Leja". The signature is fluid and cursive, written in a professional style.

Dr. Ann M. Leja
Interim President, Rasmussen University



Student support. It starts at the Portal.

ANSWERS. PLANNING. RESOURCES. GO.

Just log into the Student Portal or contact your advisor to get connected.

STUDENT PORTAL



Your online Student Portal gives you immediate access to a variety of tools and resources. Keep tabs on courses and the gradebook, message teachers, view your account ledger and more.



ADVISOR

Your advisor is your personal guide throughout college, assisting you with course scheduling, financial aid and learning resources. They can also help you navigate a variety of support services.

Support services include:

- Online Classrooms
- Student Account Center
- Learning Resources and Library
- Personal Support Center
- Career Guidance

Support services provide on-demand resources, giving you the tools you need to be successful in college and beyond.

Accounting | CERTIFICATE

11-Week Quarters (5.5-Week Terms)

CAREER OPPORTUNITIES

- Accounting Clerk
- Bookkeeper

Careers Disclosure: This program does not meet the educational requirements for licensure as a Certified Public Accountant (CPA) in any state.

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 ⁺

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

General Education Credits

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 162 for details.

This program is not designed to prepare graduates for any state-issued professional license or certification.

This Accounting program does not meet all educational prerequisites for licensure as a Certified Public Accountant (CPA) in any state. 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 University entrance placement exam, approved exemption based on previously completed coursework, or by successful completion of Developmental Education courses.

This program is offered online in Illinois.

Accounting | ASSOCIATE'S DEGREE

Flex Choice Credit by Assessment 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

Careers Disclosure: This program does not meet the educational requirements for licensure as a Certified Public Accountant (CPA) in any state.

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 (page 9)

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 must be a Math course) ⁺	8
Social Sciences (*Required course, select 1 additional course) ⁺	8
*ECO 1000 Principles of Economics ⁺	

See page 90 for General Education Course Selections.

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

General Education Credits 36

Core Credits 54

Total Associate's Degree Credits 90

*Flex Choice Credit by Assessment available; see page 162 for details.

This program is not designed to prepare graduates for any state-issued professional license or certification.

This Accounting program does not meet all educational prerequisites for licensure as a Certified Public Accountant (CPA) in any state. 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 University entrance placement exam, approved exemption based on previously completed coursework, or by successful completion of Developmental Education courses.

This program is offered online in Illinois.

Accounting | BACHELOR'S DEGREE

Flex Choice Competency-Based Education Program (Credit by Assessment 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

Careers Disclosure: This program is not designed to prepare graduates for any state-issued professional license or certification. This program does not meet all educational prerequisites for licensure as a Certified Public Accountant (CPA) in any state. Each state determines its own requirements for licensure as a Certified Public Accountant (CPA). In addition to other requirements, most states require a bachelor's degree and no fewer than 225 quarter credits (150 semester credits) of university coursework, specific in-field experience, and passage of the CPA licensing exam. Additional examination eligibility and licensure requirements exist. Please consult with your state's board of accountancy or equivalent oversight agency for further details, as requirements may change at any time. This program has not been approved by any state board of accountancy or other professional licensing agency.

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.

ACCEPTANCE REQUIREMENTS

This is a bachelor-completer program. To be considered for admission, students must provide transcripts that demonstrate one of the following: A) a conferred associate's degree from an accredited institution as recognized by the U.S. Department of Education; or B) prior successful completion of at least 60 quarter or 40 semester credits of college-level coursework with a grade of C or higher.

Students who have not completed Financial Accounting I and Financial Accounting II, or their equivalents, with a grade of C or higher will be required to complete these courses.

Students who have fewer than 90 transferable lower-level quarter credits will be required to take additional lower-level coursework. The additional coursework will be determined by Rasmussen University based upon a predetermined elective pool appropriate for the program of enrollment.

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 Standard Tuition rate. Once the program prequalification requirements are met, the student will be accepted into the Accounting Bachelor's Degree program.

GENERAL EDUCATION COURSES

Upper Division

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

See page 91 for General Education Course Selections.

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
----------	-----------------------	---

Track II

ACG 4885	Bachelor's Accounting Capstone	3
----------	--------------------------------	---

Transferred Lower-Division Credits 90

Upper-Division General Education Credits 24

Upper-Division Core Credits 66

Total Bachelor's Degree Credits 180

*Flex Choice Credit by Assessment available; see page 162 for details.

This Flex Choice Credit-Based Competency-Based Education Program contains both traditional and competency-based education (CBE) courses. CBE courses are indicated in italics.

This program is not designed to prepare graduates for any state-issued professional license or certification.

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

This program is offered online in Illinois.

MASTER'S-LEVEL COURSE SUBSTITUTIONS:

Eligible students enrolled in this program may elect to substitute specific master's-level courses for certain bachelor's-level courses as displayed on the table below. See the *Eligibility to Substitute Master's-Level Course while Enrolled in a Bachelor's Program policy* for more information.

Bachelor's-Level Course	Master's-Level Course Substitution*
MAN 4720 Strategic Management	MAN 6720 Applied Strategic Planning

*Master's courses are 11-weeks in length and are solely offered as competency-based education (CBE) courses.

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

CORE 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

General Education Credits	12
Core Credits	25
Total Certificate Credits	37

+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 162 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 University entrance placement exam, approved exemption based on previously completed coursework, or by successful completion of Developmental Education courses. This program is offered online in Illinois.

Business Management | ASSOCIATE'S DEGREE

Flex Choice Credit by Assessment 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

- 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 (page 12)

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 (*Required course, select 1 additional course)*	8
ECO 1000 Principles of Economics	

See page 90 for General Education Course Selections.

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

General Education Credits 40

Core Credits 50

Total Associate's Degree Credits 90

*Flex Choice Credit by Assessment available; see page 162 for details.

This program is offered online in Illinois.

Business Management | BACHELOR'S DEGREE

Flex Choice Competency-Based Education Program (Credit by Assessment Available) | 12-Week Quarters (6-Week Sessions)

Bachelor of Science Degree

CAREER OPPORTUNITIES IN

- Banking/Finance
- Customer Service
- Healthcare Administration
- Human Resources
- Logistics/Manufacturing
- Marketing/Sales
- Operations
- Project Management
- Supply Chain

OBJECTIVE

Graduates from this program are strategic business partners, consultants, and leaders in organizations. They understand a variety of concepts and their applicability to business, including accounting, finance, digital marketing, operations, management and leadership, organizational behavior, law and ethics, business intelligence, and business analytics. They are effective organizational practitioners who are able to problem solve and collaborate, as well as synthesize and implement evidence-based strategies. Additionally, they understand project management, data-driven decision-making, critical thinking, and professional communications. Graduates value financial and information literacy and diversity awareness and are informed decision-makers both within their organization and their professional field.

ACCEPTANCE REQUIREMENTS

This is a bachelor-completer program. To be considered for admission, students must hold a conferred associate's or bachelor's degree from an accredited institution as recognized by the U.S. Department of Education, or students without a conferred degree must have successfully completed at least 60 quarter or 40 semester credits of college-level coursework with a grade of C or higher in each course that will be transferred.

Students who are transferring in a conferred associate's or bachelor's degree from an accredited institution as recognized by the U.S. Department of Education will have 90 lower-level credits applied to their program. In addition, the students will have their transcripts evaluated on a course-by-course basis to determine whether any upper-level credits will also apply to their program.

Students who are transferring in at least 60 quarter credits or 40 semester credits with a grade of C or higher will have the credits applied to their program at the appropriate level. In addition, students who have fewer than 90 lower-level quarter credits applied to their program will be required to take additional lower-level coursework up to a total of 90 credits. The additional coursework will be determined by Rasmussen University as appropriate for the program of enrollment.

GENERAL EDUCATION COURSES

Upper Division

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

See page 91 for General Education Course Selections.

Only competency-based education (CBE) courses may be selected to fulfill General Education electives within this program.

CORE COURSES

Upper Division

ACG 3357	Accounting for Business Managers	4
BUL 4060	Business Law and Ethical Behavior	3
CTS 3265C	Introduction to Business Intelligence	4
FIN 4489	Financial Decision Making and Risk Management	4
GEB 3124	Business Research and Analysis	4
GEB 3422	Business Project Management	4
GEB 4220	Managing a Diverse Workforce	4
GEB 4513	Emerging Trends, Markets, and Technologies in Business	4
LDR 4200	Leadership and Management Essentials	3
LDR 4360	Dynamic Team Development	4
MAN 3504	Operations Management	4
MAN 4240	Organizational Behavior Analysis	4
MAN 4720	Strategic Management	4
MAN 4930	Business Management Bachelor Capstone	4
MAR 3128	Foundations of Digital Marketing	4
MAR 3592	Strategic Sales and Sales Management	4
QMB 3300	Introduction to Data Visualization	4

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

*Flex Choice Credit by Assessment available; see page 162 for details.

All courses within this program are competency-based education (CBE) courses, indicated in italics.

This program is offered online in Illinois.

MASTER'S-LEVEL COURSE SUBSTITUTIONS:

Eligible students enrolled in this program may elect to substitute specific master's-level courses for certain bachelor's-level courses as displayed on the table below. See the *Eligibility to Substitute Master's-Level Course while Enrolled in a Bachelor's Program* policy for more information.

Bachelor's-Level Course	Master's-Level Course Substitution*
ACG 3357 Accounting for Business Managers	ACG 5500 Accounting for Business Analysis
FIN 4489 Financial Decision Making and Risk Management	FIN 6466 Financial Analysis and Decision-Making
MAN 4240 Organizational Behavior Analysis	LDR 5200 Organizational Behavior and Leadership
MAN 4720 Strategic Management	MAN 6720 Applied Strategic Planning

*Master's courses are 11-weeks in length and are solely offered as competency-based education (CBE) courses.

SPECIALIZATION OPTIONS

Students may elect to focus their degree by substituting a set of specialization courses in place of: *GEB 3124 Business Research and Analysis*; *GEB 4513 Emerging Markets, Trends, and Technologies in Business*; *LER 4360 Dynamic Team Development*; and *MAR 3592 Strategic Sales and Sales Management*.

The following specializations are not available for enrollment until July 16, 2020:

- Business Intelligence Specialization
- IT Project Management Specialization
- Logistics and Operations Specialization

Business Intelligence Specialization

QMB 3000	Introduction to Data Analytics	4
QMB 3100	Foundations of Analytics Platforms, Environments, and Software	4
QMB 4100	Applied Business Intelligence	4
QMB 4500	Data Visualization Implementation and Communication	4

IT Project Management Specialization

CIS 4189C	Risk Management and Business Continuity	4
ISM 3110C	Information Technology Project Management Tools	4
ISM 3255C	Information Technology Project Management I	4
ISM 4470C	Information Technology Project Management II	4

Logistics and Operations Specialization

TRA 3088	Principles of Supply Chain	4
TRA 4017	Procurement and Supplier Relations	4
TRA 4238	Transportation and Distribution Management	4
TRA 4370	Inventory Management	4

Master of Business Administration

Flex Choice Competency-Based Education Program | 11-Week Quarters (5.5-Week Sessions)

Master of Business Administration (MBA)

CAREER OPPORTUNITIES

- Business Analytics
- Business Intelligence
- Business Management
- Client Relations
- Education
- Financial Management
- Government Services
- Healthcare Administration
- Human Resources
- Logistics/Manufacturing
- Marketing/Sales
- Operations
- Project Management
- Senior Level Management
- Supply Chain

OBJECTIVE

Graduates of this program will be able to apply advanced business administration theories and concepts within dynamic business environments. Students will explore the areas of value chain management, operations management, financial management, organizational leadership, marketing strategy, business intelligence and analytics, entrepreneurship, innovation, and change management as well as corporate responsibility and sustainability to develop and implement effective strategies to meet organizational goals. Students will synthesize theories, analyze facts, and formulate data-driven decisions as business strategists and leaders. Students will gain integrative experience along with experiential learning for the evolving global economy.

ACCEPTANCE REQUIREMENTS

To be considered for admission, applicants must submit an official transcript documenting a conferred bachelor's degree with a cumulative GPA of 2.75 (no rounding) or higher from a regionally or nationally accredited institution of higher learning as recognized by the Department of Education or the Council on Higher Education Accreditation (CHEA). Applicants with a GPA of 2.5 (no rounding) to 2.74 may request an exception to the minimum 2.75 cumulative GPA requirement through the submission of a personal statement in the form of a written essay. Instructions and a scoring rubric for submitting a request for an exception may be obtained from the Admissions Advisor. The scoring of the committee will be final.

CORE COURSES

Graduate Division

ACG 5500	Accounting for Business Analysis	4
FIN 6466	Financial Analysis and Decision-Making	4
GEB 5458	Corporate Responsibility and Sustainability	4
GEB 6880	Master of Business Administration Capstone	4
ISM 6200	Business Intelligence and Analytics	4
LDR 5000	Professional Growth and Leadership	4
LDR 5200	Organizational Behavior and Leadership	4
MAN 5100	Value Chain and Operations Management	4
MAN 6100	Innovation and Change Management	4
MAN 6500	Business Strategy and Entrepreneurship	4
MAN 6720	Applied Strategic Planning	4
MAR 5819	Marketing Strategy	4

Total Master's Degree Credit 48

All courses within this program are competency-based education (CBE) courses.

This program is not designed to prepare graduates for any state-issued professional license or certification and has not been approved by any state professional licensing agency. For further information on professional licensing requirements, please contact the appropriate board or agency in your state of residence.

Finance | BACHELOR'S DEGREE

Flex Choice Competency-Based Education Program (Credit by Assessment 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 strive to make an impact and create value for their stakeholders in their role as financial experts. The curriculum is designed to challenge the students to perform financial calculations, think critically, and communicate their reasoning to a diverse audience. Students will learn concepts in personal financial management to identify techniques that affect personal goals and decisions. By evaluating various forms of portfolio theory, they explore risks and construct an efficient portfolio. Students will be able to apply, analyze, synthesize, and evaluate facts and theories; skillfully locate, assess, and integrate data sources; blend their ideas with those of others to create new knowledge; recognize and address intricate ethical situations; communicate thoughtfully within a continually changing environment. Graduates value critical thinking, communication, diverse perspectives, technology and information literacy, leadership, integrity, and lifelong learning.

ACCEPTANCE REQUIREMENTS

This is a bachelor-completer program. To be considered for admission, students must provide transcripts that demonstrate one of the following: A) a conferred associate's degree from an accredited institution as recognized by the U.S. Department of Education; or B) prior successful completion of at least 60 quarter or 40 semester credits of college-level coursework with a grade of C or higher.

Students who have not completed Excel®, Principles of Financial Accounting for Managers, and Principles of Finance or Financial Markets and Institutions, or their equivalents, with a grade of C or higher will be required to complete these courses.

Students who have fewer than 90 transferable lower-level quarter credits will be required to take additional lower-level coursework. The additional coursework will be determined by Rasmussen University based upon a predetermined elective pool appropriate for the program of enrollment.

Students not transferring successfully completed Excel, Principles of Financial Accounting for Managers, and Principles of Finance or Financial Markets and Institutions, or course equivalents, will be considered prequalified until these courses are completed within a regularly scheduled term at the Standard Tuition rate. Once the program prequalification requirements are met, the student will be accepted into the Finance Bachelor's Degree program.

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	

See page 91 for General Education Course Selections.

CORE COURSES

Upper Division

ACG 3080	Managerial Accounting Theory and Practice	4
BUL 4060	Business Law and Ethical Behavior	3
ECO 4223	Money and Banking	4
FIN 3247	Investments and Security Markets	4
FIN 3396	International Finance	4
FIN 3434	Applications in Corporate Finance	4
FIN 3520	Concepts in Personal Financial Management	3
FIN 4019	Financial Modeling	4
FIN 4275	Exploration in Finance	4
FIN 4372	Investment Portfolio Management	4
GEB 3020	Advanced Principles of Financial Management	4
ISM 3015	Management of Information Systems	4
MAN 4720	Strategic Management	4
MAN 4845	Leadership and Teams	4
RMI 4020	Risk Management	4

Choose either Track I or Track II

Track I¹

FIN 4985	Finance Internship	4
----------	--------------------	---

Track II

FIN 4970	Capstone for Finance	4
----------	----------------------	---

Transferred Lower-Division Credits 90

Upper-Division General Education Credits 28

Upper-Division Core Credits 62

Total Bachelor's Degree Credits 180

*Flex Choice Credit by Assessment available; see page 162 for details.

This Flex Choice Credit-Based Competency-Based Education Program contains both traditional and competency-based education (CBE) courses. CBE courses are indicated in italics.

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

This program is offered online in Illinois.

MASTER'S-LEVEL COURSE SUBSTITUTIONS:

Eligible students enrolled in this program may elect to substitute specific master's-level courses for certain bachelor's-level courses as displayed on the table below. See the *Eligibility to Substitute Master's-Level Course while Enrolled in a Bachelor's Program* policy for more information.

Bachelor's-Level Course	Master's-Level Course Substitution*
MAN 4720 Strategic Management	MAN 6720 Applied Strategic Planning

*Master's courses are 11-weeks in length and are solely offered as competency-based education (CBE) courses.

Healthcare Management | BACHELOR'S DEGREE

Flex Choice Competency-Based Education Program (Credit by Assessment 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

Graduates of this program 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 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. It 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.

ACCEPTANCE REQUIREMENTS

This is a bachelor-completer program. To be considered for admission, students must hold a conferred associate's or bachelor's degree from an accredited institution as recognized by the U.S. Department of Education, or students without a conferred degree must have successfully completed at least 60 quarter or 40 semester credits of college-level coursework with a grade of C or higher in each course that will be transferred.

Students who are transferring in a conferred associate's or bachelor's degree from an accredited institution as recognized by the U.S. Department of Education will have 90 lower-level credits applied to their program. In addition, the students will have their transcripts evaluated on a course-by-course basis to determine whether any upper-level credits will also apply to their program.

Students who are transferring in at least 60 quarter credits or 40 semester credits with a grade of C or higher will have the credits applied to their program at the appropriate level. In addition, students who have fewer than 90 lower-level quarter credits applied to their program will be required to take additional lower-level coursework up to a total of 90 credits. The additional coursework will be determined by Rasmussen University as appropriate for the program of enrollment.

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 <i>Inferential Statistics and Analytics</i>	
Social Sciences (Select 2 courses)*	8

See page 91 for General Education Course Selections.

CORE COURSES

Upper Division

GEB 3422	<i>Business Project Management</i>	4
GEB 4220	<i>Managing a Diverse Workforce</i>	4
HSA 3109	Foundations of Managed Care	4
HSA 3110	<i>Introduction to Healthcare Administration</i>	4
HSA 3170	Financial Management of Healthcare Organizations	4
HSA 3215	Healthcare Marketing	3
HSA 3383	<i>Quality Improvement in Healthcare</i>	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	<i>Advanced Healthcare Law and Ethics</i>	4
MAN 4701	<i>Leading Change</i>	4
RMI 4020	<i>Risk Management</i>	4

Choose either Track I or Track II

Track I¹

HSA 4940	Healthcare Management Internship	3
----------	----------------------------------	---

Track II

HSA 4922	Healthcare Management Capstone	3
----------	--------------------------------	---

Transferred Lower-Division Credits 90

Upper-Division General Education Credits 28

Upper-Division Core Credits 62

Total Bachelor's Degree Credits 180

*Flex Choice Credit by Assessment available; see page 162 for details.

This Flex Choice Credit-Based Competency-Based Education Program contains both traditional and competency-based education (CBE) courses. CBE courses are indicated in italics.

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

In addition to meeting all other admissions requirements, applicants must successfully pass a background check through Rasmussen University's chosen third-party vendor.

This program is offered online in Illinois.

MASTER'S-LEVEL COURSE SUBSTITUTIONS:

Eligible students enrolled in this program may elect to substitute specific master's-level courses for certain bachelor's-level courses as displayed on the table below. See the *Eligibility to Substitute Master's-Level Course while Enrolled in a Bachelor's Program* policy for more information.

Bachelor's-Level Course	Master's-Level Course Substitution*
Master of Healthcare Administration	
HSA 4110 Healthcare Operations Management	HSA 6100 Healthcare Operations Management
HSA 4191 Healthcare Information Systems	HSA 6000 Healthcare Information Systems and Technology
HSA 4210 Advanced Healthcare Law and Ethics	HSA 5200 Healthcare Policy, Ethics, and Laws
MAN 4701 Leading Change	LDR 5000 Professional Growth and Leadership
Master of Healthcare Administration	
GEB 4220 Managing a Diverse Workforce	PHC 6117 Public Health Leadership
HSA 4110 Health Operations Management	PHC 6517 Public Health Administration, Governance, and Management
HSA 4210 Advanced Healthcare Law and Ethics	HSA 5200 Healthcare Policy, Ethics, and Laws
HSC 3371 Health Education and Training	PHC 5470 Principles of Health Behavior
HSC 3485 Healthcare Advocacy	PHC 5441 Social Determinants
HSC 4500 Epidemiology	PHC 5030 Epidemiology for Public Health Professionals
PHC 4305 Practices and Policies in Public Health	HSA 5200 Healthcare Policy, Ethics, and Laws

*Master's courses are 11-weeks in length and are solely offered as competency-based education (CBE) courses. Master's courses may not transfer into all master's degrees. Master's degrees may not be offered in all states and may not be offered in the same states in which bachelor's degrees are offered. The Master of Public Health is not available in CA, CT, IL, NY, or RI.

SPECIALIZATION OPTIONS

Students may elect to focus their degree by substituting a set of specialization courses in place of: *GEB 4220 Managing a Diverse Workforce*, *HSA 4124 International Healthcare*, *HSA 4191 Healthcare Information Systems*, and *HSA 4210 Advanced Healthcare Law and Ethics*.

Public Health Specialization

Additional careers for graduates of this specialization include opportunities in:

- Healthcare and Social Assistance
- Finance/Insurance
- Educational Services
- Public Administration

HSC 3371	Health Education and Training	4
HSC 3485	Healthcare Advocacy	4
HSC 4500	Epidemiology	4
PHC 4305	Practices and Policies in Public Health	4

Human Resources and Organizational Leadership | ASSOCIATE'S DEGREE

Flex Choice Credit by Assessment 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

- 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 (page 12)

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 (*Required course, select 1 additional course)*	8
ECO 1000 Principles of Economics	

See page 90 for General Education Course Selections.

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

General Education Credits 40

Core Credits 51

Total Associate's Degree Credits 91

*Flex Choice Credit by Assessment available; see page 162 for details.

This program is offered online in Illinois.

Human Resources and Organizational Leadership | BACHELOR'S DEGREE

Flex Choice Competency-Based Education Program (Credit by Assessment 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.

ACCEPTANCE REQUIREMENTS

This is a bachelor-completer program. To be considered for admission, students must hold a conferred associate's or bachelor's degree from an accredited institution as recognized by the U.S. Department of Education, or students without a conferred degree must have successfully completed at least 60 quarter or 40 semester credits of college-level coursework with a grade of C or higher in each course that will be transferred.

Students who are transferring in a conferred associate's or bachelor's degree from an accredited institution as recognized by the U.S. Department of Education will have 91 lower-level credits applied to their program. In addition, the students will have their transcripts evaluated on a course-by-course basis to determine whether any upper-level credits will also apply to their program.

Students who are transferring in at least 60 quarter credits or 40 semester credits with a grade of C or higher will have the credits applied to their program at the appropriate level. In addition, students who have fewer than 91 lower-level quarter credits applied to their program will be required to take additional lower-level coursework up to a total of 91 credits. The additional coursework will be determined by Rasmussen University as appropriate for the program of enrollment.

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

See page 91 for General Education Course Selections.

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 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
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 4701	Leading Change	4
MAN 4845	Leadership and Teams	4

Choose either Track I or Track II

Track I¹

MAN 4990	Human Resource Management Internship	2
----------	--------------------------------------	---

Track II

MAN 4991	Human Resource Project Capstone	2
----------	---------------------------------	---

Transferred Lower-Division Credits 91

Upper-Division General Education Credits 24

Upper-Division Core Credits 66

Total Bachelor's Degree Credits 181

*Flex Choice Credit by Assessment available; see page 162 for details.

This Flex Choice Credit-Based Competency-Based Education Program contains both traditional and competency-based education (CBE) courses. CBE courses are indicated in italics.

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

The coursework in this program is aligned with the standards of the Society for Human Resource Management (SHRM), and meets the academic requirements to sit for the SHRM Certified Professional (SHRM-CP) exam. Additional requirements, such as work experience in an HR role, may be required to sit for the SHRM-CP exam.

The coursework in this program is aligned with the standards of the Human Resources Certification Institute (HRCI), and meets the academic requirements to sit for the HRCI Associates Professional in Human Resources (aPHR), the Professional in Human Resources (PHR), or the Senior Professional in Human Resources (SPHR) exam. Additional requirements, such as work experience in an HR role, may be required to sit for the PHR or SPHR exams.

This program is offered online in Illinois.

MASTER'S-LEVEL COURSE SUBSTITUTIONS:

Eligible students enrolled in this program may elect to substitute specific master's-level courses for certain bachelor's-level courses as displayed on the table below. See the *Eligibility to Substitute Master's-Level Course while Enrolled in a Bachelor's Program policy* for more information.

Bachelor's-Level Course	Master's-Level Course Substitution*
Master of Human Resources Management	
MAN 3710 Law and Ethics for the Human Resources Professional	LDR 5300 Legal, Ethical, and Risk Issues in Organizations
MAN 4143 Contemporary Leadership Challenges	LDR 5000 Professional Growth and Leadership
MAN 4240 Organizational Behavior Analysis	LDR 5200 Organizational Behavior and Leadership
MAN 4320 Human Resource Recruitment and Selection	LDR 5400 Strategic Recruitment and Retention
Master of Business Administration	
MAN 4240 Organizational Behavior Analysis	LDR 5200 Organizational Behavior & Leadership

*Master's courses are 11-weeks in length and are solely offered as competency-based Education (CBE) courses.

Master of Human Resources Management

Flex Choice Competency-Based Education Program | 11-Week Quarters (5.5-Week Terms)

Master of Human Resources Management (MHRM)

CAREER OPPORTUNITIES

- Director/Manager of Human Resources
- Director of Leadership and Organizational Development
- Director of Compensation and Benefits
- Senior Human Resources Professional or Manager
- Human Resources Consultant
- Director of Training and Development

OBJECTIVE:

Graduates of this program can apply concepts in Human Resources Management and Organizational Leadership in their professional partnerships. Students will be able to demonstrate the ability to become strategic partners, consultants, and leaders in the field by developing organizational strategies; impact effective change management; positively influence organizational and individual behaviors across the global environment; and maintain legal and compliant practices, all while demonstrating the highest standards of personal and professional ethics. Students will evaluate the roles of Human Resources managers and Organizational Leaders, and how they relate to business strategies. Students will apply, analyze, synthesize, and evaluate facts and theories; 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 successfully within a continually changing environment. Graduates will value innovation, communication, critical thinking and problem solving, scientific and information literacy, financial literacy, diversity awareness, business acumen, and knowledge creation skills. Graduates of the program will have the capability to incorporate these skills in meaningful ways.

ACCEPTANCE REQUIREMENTS

To be considered for admission, applicants must submit an official transcript documenting a conferred bachelor's degree with a cumulative GPA of 2.75 (no rounding) or higher from a regionally or nationally accredited institution of higher learning as recognized by the Department of Education or the Council on Higher Education Accreditation (CHEA). Applicants with a GPA of 2.5 (no rounding) to 2.74 may request an exception to the minimum 2.75 cumulative GPA requirement through the submission of a personal statement in the form of a written essay. Instructions and a scoring rubric for submitting a request for an exception may be obtained from the Admissions Advisor. The scoring of the committee will be final.

CORE COURSES

Graduate Division

HSA 5000	Scholarly Research and Writing	4
LDR 5000	Professional Growth and Leadership	4
LDR 5100	Human Resources Strategy	4
LDR 5200	Organizational Behavior and Leadership	4
LDR 5300	Legal, Ethical, and Risk Issues in Organizations	4
LDR 5400	Strategic Recruitment and Retention	4
LDR 6000	Rewards System Management	4
LDR 6100	Performance Management	4
LDR 6200	Applied Human Resources Analytics	4
LDR 6300	Global Intelligence	4
LDR 6400	Change Management	4
LDR 6900	Human Resources Management Capstone	4

TOTAL MASTER'S DEGREE CREDITS

48

All courses within this program are competency-based education (CBE) courses.

The MHRM program curriculum is fully aligned with the Society for Human Resource Management (SHRM) HR Curriculum Guidebook and academically prepares you to sit for the SHRM-CP and SHRM-SCP exams. In addition, the program academically prepares you to sit for the Professional in Human Resources (PHR) and Senior Professional Human Resources (SPHR) certifications offered by the HR Certification Institute (HRCI).

This program is offered online in Illinois.

*Master's courses are 11-weeks in length and are solely offered as Competency-Based Education (CBE) courses.

Marketing | ASSOCIATE'S DEGREE

Flex Choice Credit by Assessment 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

- 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 (page 12)

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 (*Required course, select 1 additional course)*	8
ECO 1000 Principles of Economics	

See page 90 for General Education Course Selections.

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 Strategies	4

General Education Credits 40

Core Credits 51

Total Associate's Degree Credits 91

*Flex Choice Credit by Assessment available; see page 162 for details.

This program is offered online in Illinois.

Marketing | BACHELOR'S DEGREE

Flex Choice Competency-Based Education Program (Credit by Assessment Available) | 12-Week Quarters (6-Week Sessions)

Bachelor of Science Degree

CAREER OPPORTUNITIES

- Digital Marketing:
- Marketing Manager
 - Marketing Research Analyst
 - Marketing Specialist
- Sales Management:
- Sales Manager
 - Marketing Research Analyst
 - Marketing Manager
 - Marketing Specialist
- Marketing Coordinator/Assistant
 - Digital Content Manager
 - Media Coordinator
 - Event/Catering Coordinator
 - Event/Catering Manager
 - Product Manager
 - Territory Manager

OBJECTIVE

Graduates of this program can apply concepts in marketing and business management in specialized areas, specifically Digital Marketing and Sales Management. Students will be able to demonstrate the ability to perform market research for effective advertising and corporate communications, all while demonstrating the highest standards of personal and professional ethics. Students will understand how to create and execute marketing strategies and plans that integrate digital marketing and traditional marketing techniques. Students will evaluate the roles of professional sales and sales management, and how these roles relate 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 will value innovation, communication, critical thinking and problem solving, scientific and information literacy, financial literacy, diversity-awareness, business acumen, and knowledge creation skills. Graduates of the program will have the capability to incorporate these skills in meaningful ways.

ACCEPTANCE REQUIREMENTS

This is a bachelor-completer program. To be considered for admission, students must hold a conferred associate's or bachelor's degree from an accredited institution as recognized by the U.S. Department of Education, or students without a conferred degree must have successfully completed at least 60 quarter or 40 semester credits of college-level coursework with a grade of C or higher in each course that will be transferred.

Students who are transferring in a conferred associate's or bachelor's degree from an accredited institution as recognized by the U.S. Department of Education will have 90 lower-level credits applied to their program. In addition, the students will have their transcripts evaluated on a course-by-course basis to determine whether any upper-level credits will also apply to their program.

Students who are transferring in at least 60 quarter credits or 40 semester credits with a grade of C or higher will have the credits applied to their program at the appropriate level. In addition, students who have fewer than 90 lower-level quarter credits applied to their program will be required to take additional lower-level coursework up to a total of 90 credits. The additional coursework will be determined by Rasmussen University as appropriate for the program of enrollment.

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
See page 91 for General Education Course Selections.	

CORE COURSES

Upper Division	
GEB 3275 Consumer Behavior	4
GEB 3422 Business Project Management	4
MAN 4240 Organizational Behavior Analysis	4
MAR 3033 Introduction to Marketing Design	3
MAR 3128 Foundations of Digital Marketing	4
MAR 3250 Marketing Research	3
MAR 3322 Marketing Law and Ethics	4
MAR 3592 Strategic Sales and Sales Management	4
MAR 3817 Search Engine Optimization and Marketing Strategies	4
MAR 4065 Marketing Communications	4
MAR 4171 Advanced Marketing Strategies	4
MAR 4920 Marketing Bachelor Capstone	4
TRA 3086 Principles of Supply Chain	4

CHOOSE ONE SPECIALIZATION

Digital Marketing Specialization	
CIS 4836C Web Analytics	4
GEB 4230 Website Development for Business	4
MAR 4285 Advanced Digital Marketing Strategies	4
MAR 4316 Visual Marketing and Social Media	4

Sales Management Specialization	
MAN 4164 Sales Force Management	4
MAN 4636 Business Development and Customer Relations Management	4
MAR 4409 Professional Selling	4
MAR 4532 Sales Promotion, Analytics, and Forecasting	4

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

*Flex Choice Credit by Assessment available; see page 162 for details.

This Flex Choice Credit-Based Competency-Based Education Program contains both traditional and competency-based education (CBE) courses. CBE courses are indicated in italics.

This program is offered online in Illinois.

MASTER'S-LEVEL COURSE SUBSTITUTIONS:

Eligible students enrolled in this program may elect to substitute specific master's-level courses for certain bachelor's-level courses as displayed on the table below. See the *Eligibility to Substitute Master's-Level Course while Enrolled in a Bachelor's Program policy* for more information.

Bachelor's-Level Course	Master's-Level Course Substitution*
MAN 4240 Organizational Behavior Analysis	LDR 5200 Organizational Behavior and Leadership

*Master's courses are 11-weeks in length and are solely offered as competency-based education (CBE) courses.

Supply Chain and Logistics Management | BACHELOR'S DEGREE

Flex Choice Competency-Based Education Program (Credit by Assessment 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 this 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 that advances theory to practical application, ensuring graduates are career-ready and prepared for a modern global economy.

ACCEPTANCE REQUIREMENTS

This is a bachelor-completer program. To be considered for admission, students must hold a conferred associate's or bachelor's degree from an accredited institution as recognized by the U.S. Department of Education, or students without a conferred degree must have successfully completed at least 60 quarter or 40 semester credits of college-level coursework with a grade of C or higher in each course that will be transferred.

Students who are transferring in a conferred associate's or bachelor's degree from an accredited institution as recognized by the U.S. Department of Education will have 90 lower-level credits applied to their program. In addition, the students will have their transcripts evaluated on a course-by-course basis to determine whether any upper-level credits will also apply to their program.

Students who are transferring in at least 60 quarter credits or 40 semester credits with a grade of C or higher will have the credits applied to their program at the appropriate level. In addition, students who have fewer than 90 lower-level quarter credits applied to their program will be required to take additional lower-level coursework up to a total of 90 credits. The additional coursework will be determined by Rasmussen University as appropriate for the program of enrollment.

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

See page 91 for General Education Course Selections.

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

TRA 4490 Supply Chain and Logistics Management Internship 3

Track II

TRA 4495 Supply Chain and Logistics Management Capstone 3

Transferred Lower-Division Credits 90

Upper-Division General Education Credits 28

Upper-Division Core Credits 62

Total Bachelor's Degree Credits 180

*Flex Choice Credit by Assessment available; see page 162 for details.

This Flex Choice Credit-Based Competency-Based Education Program contains both traditional and competency-based education (CBE) courses. CBE courses are indicated in italics.

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

This program is offered online in Illinois.

MASTER'S-LEVEL COURSE SUBSTITUTIONS:

Eligible students enrolled in this program may elect to substitute specific master's-level courses for certain bachelor's-level courses as displayed on the table below. See the *Eligibility to Substitute Master's-Level Course while Enrolled in a Bachelor's Program policy* for more information.

Bachelor's-Level Course	Master's-Level Course Substitution*
ACG 3357 Accounting for Business Managers	ACG 5500 Accounting for Business Analysis

*Master's courses are 11-weeks in length and are solely offered as competency-based education (CBE) courses.

Graphic Design | ASSOCIATE'S DEGREE

Flex Choice Credit by Assessment 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

- Graphic Designer
- Visual Designer
- Graphic Artist
- Production Artist
- Junior Graphic Designer
- Design Specialist
- Visual Information Specialist
- Graphic Specialist
- Creative Graphics Designer
- Digital Designer
- Print Designer
- Motion Graphic Designer
- Visual Media Producer
- Marketing Coordinator/Specialist
- Web Designer
- Video Editor

OBJECTIVE

Graduates of this program will learn the skills and knowledge to analyze and create unique visual solutions to real world communication problems. Emulating real-world experiences, students will explore key elements of graphic design, including color theory, typography, composition, and image creation and editing. Graduates will apply basic design principles and theories using best practices in creating unique and effective visual content. The program curriculum is aligned with industry-standard processes and software tools, providing our students with the foundational skills for success in their design career. Graduates of this program will be prepared to work in a variety of industries, including specialized design services, marketing and advertising, employment services, print and publication design, and cable, television, and film production.

COMPUTER REQUIREMENTS

Students enrolled in the Graphic Design program must own or utilize a Windows® or Macintosh® computer that meets or exceeds the following minimum requirements:

Windows

- Dual Core i5 or Quad Core i7 CPU (or AMD equivalent) with 64-bit support (Core i7 with hyper-threading recommended)
- Windows® 10 or higher
- 8GB of RAM (16GB recommended)
- 512GB HDD or SSD (1TB recommended)
- NVidia GTX 10xx with 2GB VRAM (4GB or more recommended)
Warning: A dedicated graphics card is essential. An Intel HD or Iris graphics chipset may not be sufficient, and may slow or impede your ability to do some assignments.
- 15.4" display (minimum)

Mac®

- Dual Core i5 or Quad Core i7 Intel CPU with 64-bit support (Core i7 with hyperthreading recommended)
- MacOS® v10.12 Sierra or newer
- 8GB of RAM (16GB recommended)
- 512GB HDD or SSD (1TB recommended)
- AMD Radeon Pro with 2GB VRAM (4GB or more recommended)
Warning: A dedicated graphics card is essential. An Intel HD or Iris graphics chipset may not be sufficient, and may slow or impede your ability to do some assignments.
- 15.4" display (minimum)

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.

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 University entrance placement exam, approved exemption based on previously completed coursework, or by successful completion of Developmental Education courses.

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 (*Required, select 1 additional course)+		8
*MAT 1222	Algebra+	
Social Sciences (Select 2 courses)+		8

CORE COURSES

Lower Division		
ART 1200C	Sketching for Designers	3
DIG 1280C	Audio/Video Editing	3
DIG 2300C	Graphic Design in 3D	4
GRA 1000C	Graphic Design Tools and Techniques	4
GRA 1206C	Typography	3
GRA 1500C	Graphic Design Trends and Movements	4
GRA 1600C	Color Theories and Applications	3
GRA 1700C	Elements and Principles of Graphic Design	4
GRA 1800C	Layout Design	3
GRA 1900C	The Art and Business of Design	3
GRA 2100C	Design for Marketing	3
GRA 2200C	Responsive Web Design	4
GRA 2260C	Graphics in Motion	4
GRA 2700C	Graphic Design Campaigns	4
GRA 2800C	Web Design Fundamentals	3
GRA 2970C	Graphic Design Portfolio	4
PGY 1300C	Digital Photography and Image Editing	3
General Education Credits		32
Core Credits		59
Total Associate's Degree Credits		91

*Flex Choice Credit by Assessment available; see page 162 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 University entrance placement exam, approved exemption based on previously completed coursework, or by successful completion of Developmental Education courses.

This program is offered online in Illinois.

Graphic Design | BACHELOR'S DEGREE

Flex Choice Competency-Based Education Program (Credit by Assessment Available) | 11-Week Quarters (5.5-Week Terms)

Bachelor of Science Degree

CAREER OPPORTUNITIES

- Motion Designer
- Motion Graphics Artist
- User Interface (UI) Designer
- User Experience (UX) Designer
- Graphic Designer
- Visual Designer
- Graphic Artist
- Production Artist
- Junior Graphic Designer
- Design Specialist
- Visual Information Specialist
- Graphic Specialist
- Creative Graphics Designer
- Digital Designer
- Print Designer
- Motion Graphic Designer
- Visual Media Producer
- Marketing Coordinator/Specialist
- Web Designer
- Video Editor
- Multimedia Designer

OBJECTIVE

Graduates of the Rasmussen University Graphic Design Bachelor's Degree will be able to conceptualize, design, and critique design solutions to complex visual problems. Students will progress through an in-depth study of the predominant theories of design and interactivity, including branding, user experience, and critical creative thinking. Students will also explore emerging technologies used in meeting complex visual communication needs. They will create and combine multiple forms of media with a high level of mastery and with a deep understanding of the audience and the context of the design problems. Authentic, multi-disciplinary, project-based assessments with advanced techniques in industry-standard software prepare graduates for business environments as professional designers. Graduates of this program will be prepared to work in a variety of industries, including specialized design services, marketing and advertising, employment services, print and publication design, and cable, television, and film production.

ACCEPTANCE REQUIREMENTS

This is a bachelor-completer program. To be considered for admission, students must hold a conferred Associate's or Bachelor's degree (see below) from an accredited institution as recognized by the U.S. Department of Education, or students without a conferred degree must have successfully completed at least 91 quarter credits of college-level coursework with a grade of C or higher in each course that will be transferred. Graduates from the following Associate's or Bachelor's degree programs will not be required to complete additional lower-level prerequisite coursework in order to progress through their degree:

- Graphic Design or Graphic Arts or Graphic Communications)
- Multimedia Design or Multimedia Technologies
- Digital Design or Digital Communication or Digital Arts
- Visual Design or Visual Communication Design
- Interactive Design
- Computer Graphics or Computer Graphics Design
- Art/Fine Art, with a concentration in Graphic Design
- Marketing Communication, with a concentration in Graphic Design

Prospective students who are graduates of programs other than those identified above, or students who are transferring in at least 91 quarter credits, will have their transcripts evaluated on a course-by-course basis to determine whether lower-level prerequisite coursework has been completed for the program. Students who have not completed, with a grade of C or higher, the following courses, will be required to complete them through the progression of their program in order to graduate. The lower-level prerequisite courses that may be required to be completed are: Graphic Design Tools and Techniques, Elements and Principles of Graphic Design, Color Theories and Applications, and Typography. Prior transcripts will be evaluated on a course-by-course basis to determine which coursework is required to be completed as a prerequisite for upper-level courses. Comparable courses need to have been completed within the past five (5) years.

COMPUTER REQUIREMENTS

Students enrolled in the Graphic Design program must own or utilize a Windows or Macintosh computer that meets or exceeds the following minimum requirements:

Windows

- Dual Core i5 or Quad Core i7 CPU (or AMD equivalent) with 64-bit support (Core i7 with hyper-threading recommended)
- Windows® 10 or higher
- 8GB of RAM (16GB recommended)
- 512GB HDD or SSD (1TB recommended)
- NVidia GTX 10xx with 2GB VRAM (4GB or more recommended)
Warning: A dedicated graphics card is essential. An Intel HD or Iris graphics chipset may not be sufficient, and may slow or impede your ability to do some assignments.
- 15.4" display (minimum)

Mac

- Dual Core i5 or Quad Core i7 Intel CPU with 64-bit support (Core i7 with hyperthreading recommended)
- MacOS® v10.12 Sierra or newer
- 8GB of RAM (16GB recommended)
- 512GB HDD or SSD (1TB recommended)
- AMD Radeon Pro with 2GB VRAM (4GB or more recommended)
Warning: A dedicated graphics card is essential. An Intel HD or Iris graphics chipset may not be sufficient, and may slow or impede your ability to do some assignments.
- 15.4" display (minimum)

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

CORE COURSES

Upper Division

ADV 3100C Brand Development	4
DIG 3150C Design Thinking	4
DIG 4100C Strategic Design	4
DIG 4200C 3D Design and Animation	4
DIG 4540C Digital Video Production	4
DIG 4800C Senior Design Portfolio	4
DIG 4970C Senior Design Capstone	4
GRA 3005C Interactive Publishing	4
GRA 3100C Contemporary and Emerging Design	4
GRA 3150C Media Production Processes	3
GRA 3200C Communicating with Typography	4
GRA 3300C Collateral Design	4
GRA 3400C Design Business Strategies	3
GRA 3600C Designing for the User Experience	4
GRA 4100C Advanced Image Editing	4
GRA 4150C User Interface Design	4
GRA 4200C Communicating with Motion Graphics	4

Transferred Lower-Division Credits	91
Upper-Division General Education Credits	24
Upper-Division Core Credits	66
TOTAL DEGREE CREDITS	181

⁺Flex Choice Credit by Assessment available; see page 162 for details.

This Flex Choice Credit-Based Competency-Based Education Program contains both traditional and competency-based education (CBE) courses. CBE courses are indicated in italics.

This program is offered online in Illinois.

Early Childhood Education | CERTIFICATE

11-Week Quarters (5.5-Week Terms)

CAREER OPPORTUNITIES

- Early Childhood Teacher's Aide
- Childcare Worker

Careers Disclosure: The Early Childhood Education programs at Rasmussen University are not designed to meet, and do not meet, the educational requirements for licensure to teach in public preschools, or kindergarten, elementary, or secondary schools in any state. A bachelor's degree from a state-approved university or university and a state teaching license are typically required to work as a teacher in a public school, and in private school settings. The Rasmussen University Early Childhood Education programs are not approved by any state agency that licenses teachers. States, municipalities, districts, or individual schools may have more stringent licensure requirements and other standards. Childcare 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. Before enrolling, it is important to understand all of the licensure eligibility standards for a desired career by consulting the appropriate state and school/facility requirements.

The Child Development Associate (CDA) Credential from the Council for Professional Recognition may be required for some career opportunities. Rasmussen University is a CDA® Gold Standard Training Certification recipient institution, and its Early Childhood Education Certificate program contains the following courses, which provide the educational prerequisites for the CDA Credential: EEC 1202 Early Childhood Education Curriculum and Instruction; EEC 1700 Foundations of Child Development; and EEC 1735 Health, Safety, and Nutrition/CDA Application. Additional CDA Credential eligibility requirements apply. Please consult the CDA eligibility requirements of the Council for Professional Recognition for further details.

OBJECTIVE

Graduates of this program know child development and apply best practices to their work in the early childhood field. They value the ability to effectively communicate in a variety of situations, in the workplace, and in their communities. This program contains coursework aligned with the high-quality standards of the National Association for the Education of Young Children (NAEYC) and the Council for Professional Recognition (Child Development Associate (CDA) Credential).

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.

CORE COURSES

Lower Division		
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 2225	Guiding Children's Behavior	4
EEC 2401	Dynamics of the Family	4
EEC 2613	Observation and Assessment in Early Childhood Education	4

Choose either Track I or Track II

Track I: Field Experience ¹		
EEC 1960	Field Experience I: Knowledge	4
EEC 1961	Field Experience II: Planning	4
EEC 1962	Field Experience III: Reflection	4

Track II: Exploration ²		
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
---------------------------	----

¹**Track I (Field Experience):** Track I includes field experience courses that are only available to residents of Florida, Kansas, Minnesota, North Dakota, and Wisconsin. Students enrolling in the Early Childhood Education Certificate, Diploma, and the Associate's Degree programs must currently be working in the Early Childhood Education field and/or have a field experience site approved by the University 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 Admissions Advisor for details.

²**Track II (Exploration):** Students enrolling in the Early Childhood Education Certificate, Diploma, 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 University 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 Exploration Track. Please speak to a Admissions Advisor for details.

In addition to meeting all other admissions requirements, applicants must successfully pass a background check through Rasmussen University's chosen third-party vendor.

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 University entrance placement exam, approved exemption based on previously completed coursework, or by successful completion of Developmental Education courses.

The Early Childhood Education 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.

This program is offered online in Illinois.

Early Childhood Education | DIPLOMA

Flex Choice Credit by Assessment Available | 11-Week Quarters (5.5-Week Terms)

CAREER OPPORTUNITIES

- Early Childhood Teacher (in a non-public center)
- Teacher's Assistant
- Early Childhood Special Education Assistant

Careers Disclosure: The Early Childhood Education programs at Rasmussen University are not designed to meet, and do not meet, the educational requirements for licensure to teach in public preschools, or kindergarten, elementary, or secondary schools in any state. A bachelor's degree from a state-approved university or university and a state teaching license are typically required to work as a teacher in a public school, and in private school settings. The Rasmussen University Early Childhood Education programs are not approved by any state agency that licenses teachers. States, municipalities, districts, or individual schools may have more stringent licensure requirements and other standards. Childcare 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. Before enrolling, it is important to understand all of the licensure eligibility standards for a desired career by consulting the appropriate state and school/facility requirements.

The Child Development Associate (CDA) Credential from the Council for Professional Recognition may be required for some career opportunities. Rasmussen University is a CDA® Gold Standard Training Certification recipient institution, and its Early Childhood Education Certificate program contains the following courses, which provide the educational prerequisites for the CDA Credential: EEC 1202 Early Childhood Education Curriculum and Instruction; EEC 1700 Foundations of Child Development; and EEC 1735 Health, Safety, and Nutrition/CDA Application. Additional CDA Credential eligibility requirements apply. Please consult the CDA eligibility requirements of the Council for Professional Recognition for further details.

OBJECTIVE

Graduates of this program have acquired the knowledge and skills to work with young children (birth through age 8) and their families. Graduates will be equipped to support children's learning in a variety of entry-level roles and settings. This program contains coursework aligned with the high-quality standards of the National Association for the Education of Young Children (NAEYC) and the Council for Professional Recognition (Child Development Associate (CDA) Credential).

In addition to all Early Childhood Education Certificate courses (page 26)

GENERAL EDUCATION COURSES

Lower Division

English Composition (Required course)	4
ENC 1101 English Composition ⁺	
Humanities (Select 1 course) ⁺	4
Math / Natural Sciences (Select 1 course) ⁺	4
Social Sciences (Required course)	
SYG 1000 Introduction to Sociology	4

See page 90 for General Education Course Selections.

CORE COURSES

Lower Division

EEC 2935	Summative Project for Early Childhood Education	2
----------	---	---

CHOOSE ONE SPECIALIZATION

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

General Education Credits 16

Core Credits 54

Total Diploma Credits 70

*Flex Choice Credit by Assessment available; see page 162 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 must successfully pass a background check through Rasmussen University's chosen third-party vendor.

The Early Childhood Education 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.

This program is offered online in Illinois.

Early Childhood Education | ASSOCIATE'S DEGREE

Flex Choice Credit by Assessment 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

- Early Childhood Teacher (in a non-public center)
- Teacher's Assistant
- Early Childhood Special Education Assistant
- Head Start Teacher

Careers Disclosure: The Early Childhood Education programs at Rasmussen University are not designed to meet, and do not meet, the educational requirements for licensure to teach in public preschools, or kindergarten, elementary, or secondary schools in any state. A bachelor's degree from a state-approved university or university and a state teaching license are typically required to work as a teacher in a public school, and in private school settings. The Rasmussen University Early Childhood Education programs are not approved by any state agency that licenses teachers. States, municipalities, districts, or individual schools may have more stringent licensure requirements and other standards. Childcare 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. Before enrolling, it is important to understand all of the licensure eligibility standards for a desired career by consulting the appropriate state and school/facility requirements.

The Child Development Associate (CDA) Credential from the Council for Professional Recognition may be required for some career opportunities. Rasmussen University is a CDA® Gold Standard Training Certification recipient institution, and its Early Childhood Education Certificate program contains the following courses, which provide the educational prerequisites for the CDA Credential: EEC 1202 Early Childhood Education Curriculum and Instruction; EEC 1700 Foundations of Child Development; and EEC 1735 Health, Safety, and Nutrition/CDA Application. Additional CDA Credential eligibility requirements apply. Please consult the CDA eligibility requirements of the Council for Professional Recognition for further details.

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 Child Development Associate (CDA) credential from the Council for Professional Recognition.

In addition to all Early Childhood Education Diploma Courses (page 27)

GENERAL EDUCATION COURSES

Lower Division	
Communication (*Required, select 1 additional course)+	6
*COM 1865 Locating and Evaluating Information	
Humanities (Select 1 course)+	4
Math / Natural Sciences (Select 1 course)+	4
Social Sciences (Select 1 course)+	4

See page 90 for General Education Course Selections.

CORE COURSES

Lower Division	
E242 Career Development+	2
General Education Credits	34
Core Credits	56
Total Associate's Degree Credits	90

*Flex Choice Credit by Assessment available; see page 162 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 must successfully pass a background check through Rasmussen University's chosen third-party vendor.

The Early Childhood Education 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.

This program is offered online in Illinois.



Early Childhood Education Leadership | BACHELOR'S DEGREE

Flex Choice Competency-Based Education Program (Credit by Assessment Available) | 11-Week Quarters (5.5-Week Terms)

Bachelor of Science Degree

CAREER OPPORTUNITIES

- Early Childhood Teacher (in a non-public center)
- Teacher's Assistant
- Early Childhood Special Education Assistant
- Head Start Teacher

Careers Disclosure: The Early Childhood Education programs at Rasmussen University are not designed to meet, and do not meet, the educational requirements for licensure to teach in public preschools, or kindergarten, elementary, or secondary schools in any state. A bachelor's degree from a state-approved university or university and a state teaching license are typically required to work as a teacher in a public school, and in private school settings. The Rasmussen University Early Childhood Education programs are not approved by any state agency that licenses teachers. States, municipalities, districts, or individual schools may have more stringent licensure requirements and other standards. Childcare 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. Before enrolling, it is important to understand all of the licensure eligibility standards for a desired career by consulting the appropriate state and school/facility requirements.

The Child Development Associate (CDA) Credential from the Council for Professional Recognition may be required for some career opportunities. Rasmussen University is a CDA® Gold Standard Training Certification recipient institution, and its Early Childhood Education Certificate program contains the following courses, which provide the educational prerequisites for the CDA Credential: EEC 1202 Early Childhood Education Curriculum and Instruction; EEC 1700 Foundations of Child Development; and EEC 1735 Health, Safety, and Nutrition/CDA Application. Additional CDA Credential eligibility requirements apply. Please consult the CDA eligibility requirements of the Council for Professional Recognition for further details.

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, this program will prepare graduates 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.

ACCEPTANCE REQUIREMENTS

This is a bachelor-completer program. To be considered for admission, students must provide transcripts from an institution accredited by a U.S. Department of Education recognized accreditor that demonstrates one of the following:

- a conferred associate's degree in a related field, as listed below; or
- a conferred associate's degree or higher in an unrelated field; or
- prior successful completion of at least 70 quarter or 47 semester credits of college-level coursework with a grade of C or higher.

Students who transfer a conferred associate degree or higher from the following approved field-related programs will receive a block transfer of 90 lower-level quarter credits:

- 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
- Associate of Art Degrees with a concentration in Education
- Human Services
- Education Foundations
- Child Care
- Education and Youth Studies
- Para-Educator
- Early Childhood Studies
- Elementary Education

Prospective students with an unrelated associate's degree or higher, or at least 70 quarter credits or 47 semester credits may be considered for this program as specified below:

- Students who have not completed Foundations of Child Development and Early Childhood Education Curriculum and Instruction courses, or their equivalents, with a grade of C or higher will be required to complete these courses.
- Students who have fewer than 90 transferable quarter credits will be required to take additional lower-level coursework. The additional coursework will be determined by Rasmussen University based upon a predetermined elective pool appropriate for the program of enrollment.

GENERAL EDUCATION COURSES

Upper Division

<i>Communication</i> (Select 1 course)*	4
<i>Humanities</i> (Select 2 courses)*	8
<i>Math / Natural Sciences</i> (Select 1 course)*	4
<i>Social Sciences</i> (Select 2 courses)*	8

See page 90 for General Education Course Selections.

CORE COURSES

Upper Division

EEC 3000	Early Childhood Education: Understanding Mental Health in the Early Years	4
<i>EEC 3005</i>	<i>Communications and Connections for Early Childhood Professionals</i>	4
<i>EEC 3007</i>	<i>Organizational Management in Early Childhood Education</i>	4
EEC 3011	Empowering Contemporary Families	4
<i>EEC 3015</i>	<i>Observation and Assessment for Effective Curriculum Planning</i>	4
EEC 3020	Positive Behavior Guidance for Young Children	4
EEC 3026	Technology and Developmentally Appropriate Practices	4
EEC 3318	Intentional Teaching Practices	4
EEC 3407	Planning with a Purpose	4
<i>EEC 3546</i>	<i>Supporting Professional Practices in Early Childhood Education</i>	4
EEC 4000	Early Childhood Education: Environments and Play Theory	4
<i>EEC 4010</i>	<i>Early Childhood Language and Literacy Learning</i>	4
EEC 4015	Early Childhood Education: Diversity and Social Justice	4
<i>EEC 4022</i>	<i>Ethics and Leadership in Early Childhood Education</i>	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
Transferred Lower-Division Credits		90
Upper-Division General Education Credits		24
Upper-Division Core Credits		66
Total Bachelor's Degree Credits		180

*Flex Choice Credit by Assessment available; see page 162 for details.

This Flex Choice Credit-Based Competency-Based Education Program contains both traditional and competency-based education (CBE) courses. CBE courses are indicated in italics.

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 must successfully pass a background check through Rasmussen University's chosen third-party vendor.

The Early Childhood Education program contains 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.

This program is offered online in Illinois.

SPECIALIZATION OPTION

Students may elect to focus their degree by substituting a set of specialization courses in place of: EEC 3005 Communications and Connections for Early Childhood Professionals, EEC 3007 Organizational Management in Early Childhood Education, EEC 3011 Empowering Contemporary Families, and EEC 4022 Ethics and Leadership in Early Childhood Education.

Students enrolled in the Child Development Specialization are not eligible to take competency-based education (CBE) courses.

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

Healthcare | CERTIFICATE

11-Week Quarters (5.5-Week Terms)

THIS PROGRAM VERSION IS NOT AVAILABLE IN ILLINOIS

CAREER OPPORTUNITIES

- Medical Clerk, Assistant, Coordinator, Agent, Specialist
- Medical Secretary, Administrative Assistant, Receptionist
- Scheduler

OBJECTIVE

Graduates of this program understand basic medical knowledge and skills for careers in the healthcare field. They know medical terminology, anatomy, pathology, and basic concepts of healthcare practice, procedures, and health information management. 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

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	

See page 90 for General Education Course Selections.

CORE COURSES

Lower Division		
E102	Pathway to Patient Care Seminar	0
HSA 1022	Foundations of Medical Administration	4
HSA 1050	Customer Service in Healthcare	1
HSA 1146	Technology Today for Medical Administration	3
HSA 2918	Healthcare Administrative Office Procedures	3
HSC 1531	Medical Terminology	4
HSC 1675	Healthcare Exploration and Careers	3
HSC 2641	Medical Law and Ethics	4
Elective Course ¹		4–5
Elective Course ¹		4–5
General Education Credits		8
Core Credits		30–32
Total Certificate Credits		38–40

This program is not available in North Dakota.

¹Some elective courses include required residential labs, which are only available to students enrolled at select campuses, and cannot be completed fully online.

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 University 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 must successfully pass a background check through Rasmussen University's chosen third-party vendor.

THIS PROGRAM VERSION IS AVAILABLE IN ILLINOIS ONLY

CAREER OPPORTUNITIES

- Medical Services Technician
- Medical Registration or Receptionist

OBJECTIVE

Graduates of this program understand basic medical knowledge and skills for careers in the healthcare field. They know medical terminology, anatomy, pathology, and basic concepts of healthcare practice, procedures, and health information management. 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
B095	Combined Basic and Intermediate Algebra	4

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	

See page 90 for General Education Course Selections.

CORE COURSES

Lower Division		
E102	Pathway to Patient Care Seminar	0
E242	Career Development	2
HSA 1022	Foundations of Medical Administration	4
HSA 1050	Customer Service in Healthcare	1
HSC 1531	Medical Terminology	4
HSC 1675	Healthcare Exploration and Careers	3
HIM 2133	Revenue Cycle and Billing	4
HSC 2641	Medical Law and Ethics	4
Elective Course ¹		4–5
Elective Course ¹		4–5
General Education Credits		8
Core Credits		30–32
Total Certificate Credits		38–40

¹Some elective courses include required residential labs, which are only available to students enrolled at select campuses, and cannot be completed fully online.

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 University 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 must successfully pass a background check through Rasmussen University's chosen third-party vendor.

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

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

General Education Credits 8

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 University 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 must successfully pass a background check through Rasmussen University's chosen third-party vendor.

This program is offered online in Illinois.

Medical Assisting | DIPLOMA

11-Week Quarters (5.5-Week Terms)¹

CAREER OPPORTUNITIES

- Medical Assistant
- Medical Office Administrative Assistant

OBJECTIVE

The objectives of this 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.

ACCEPTANCE REQUIREMENTS

Applicants to the Medical Assisting Diploma program must successfully complete at least 8 credits or more of designated coursework in a School of Health Sciences program prior to acceptance to the Medical Assisting Diploma program. The courses must be completed at Rasmussen University. At the end of the quarter in which the students successfully completes 8 credits or more of designated coursework and meets all of the requirements of Satisfactory Academic Progress in the program of enrollment, the student may request to transfer to the Medical Assisting Diploma program. All Medical Assisting Diploma acceptance requirements must be met in order to transfer. The student's advisor will assist the student in completing the program transfer.

In addition to meeting the Rasmussen Application, Enrollment and Acceptance requirements, Medical Assisting students enrolled in the Competency-Based learning in either the Three-Month Terms subscription or per-credit tuition rate model are required to attend an on-campus Medical Assisting Orientation prior to the start of their program in order to be accepted. 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.

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

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
General Education Credits		12
Core Credits		39
Total Diploma Credits		51

The Medical Assisting Diploma is not available for enrollment at the Mokena / Tinley Park, IL; Fargo, ND; Moorhead, MN; or KS campuses.

Students must be concurrently enrolled in one of Rasmussen University's Medical Assisting Diploma programs or have successfully completed a diploma program at an accredited institution within the past five years in order to enroll in the Healthcare/Health Sciences Associate's Degree – Medical Assisting Specialization. Students concurrently enrolled must successfully complete the diploma program coursework in order to obtain a Healthcare/Health Sciences Associate's Degree – Medical Assisting Specialization.

The Medical Assisting Diploma program at the Aurora/Naperville, Rockford, and Romeoville/Joliet campuses in Illinois; the Fort Myers, Ocala, Central Pasco and Tampa/Brandon campuses in Florida; the 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.

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 designed to prepare graduates for any other professional certifications or licenses.

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 University 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 applicants must successfully pass a background check through Rasmussen University's chosen third-party vendor. In addition to meeting all other admissions requirements, Minnesota applicants must successfully pass a background check through the Minnesota Department of Human Services.

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

This program contains both online and blended courses.



Nursing Assistant | CERTIFICATE

11-Week Quarters (5.5-Week Terms)

CAREER OPPORTUNITIES

- Nursing Assistant
- Phlebotomist

OBJECTIVE

Graduates of this program will possess basic medical knowledge and skills for an entry-level career in the healthcare profession. This program develops critical thinking and communication skills, an understanding of patient confidentiality, and ethical and professional behavior in the healthcare environment.

DEVELOPMENTAL EDUCATION COURSES

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

GENERAL EDUCATION COURSES

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

CORE COURSES

Lower Division		
HSC 1531	Medical Terminology	4
HSC 1675	Healthcare Exploration and Careers	3
HSC 1748	Nursing Assistant ¹	6
HSC 2641	Medical Law and Ethics	4
MLT 1325	Phlebotomy ¹	3
General Education Credits		4
Core Credits		20
Total Certificate Credits		24

This program is only available at the Mokena / Tinley Park campus in Illinois.
This program is NOT eligible for participation in Title IV federal student aid programs.

¹HSC 1748 Nursing Assistant and MLT 1325 Phlebotomy are not offered every quarter.

The Nursing Assistant course has been approved as a Basic Nurse Assistant Training Program (BNATP) by the Illinois Department of Public Health, Training and Technical Section. Completion of a BNATP and achievement of a passing score on the written competency test within 12 months is one way to become a Certified Nursing Assistant (CNA) in Illinois. This program is not designed to prepare graduates for any other state-issued professional license or certification. Additional certification eligibility requirements may apply. Rasmussen University does not administer the written competency test.

This program requires specific immunizations prior to professional practice experience.

In addition to meeting all other admissions requirements, Illinois applicants must successfully pass a background check through the Illinois Department of Public Health.

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 University entrance placement exam, approved exemption based on previously completed coursework, or by successful completion of Developmental Education courses

Pharmacy Technician | CERTIFICATE

11-Week Quarters (5.5-Week Terms)

CAREER OPPORTUNITIES

- Retail Pharmacy
- Clinical Pharmacy

OBJECTIVE

Graduates of this 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 to 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	

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 Practicum ¹	2

General Education Credits 8

Core Credits 30

Total Certificate Credits 38

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

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

The Pharmacy Technician Certificate and Healthcare/Health Sciences Associate's Degree – Pharmacy Technician Specialization meet or exceed the educational requirements for professional licensure or certification in the states as displayed below. Not all states require licensure or certification for this profession. "Meets" means that the program meets the educational requirements for professional licensure or certification or that there is no license or certification. "Does Not Meet" means that the programs do not meet the educational requirements for professional licensure or certification. "Undetermined" means that Rasmussen was unable to determine, after reasonable efforts, whether the programs meet the educational requirements for professional licensure or certification.

- **Meets:** AK, AL, AR, AZ, CA, CO, CT*, DC, DE, FL, GA, HI, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, NE, NH, NJ, NM, NV, NY*, OK, OR, PA, RI*, SC, SD, TN, TX, VA**, VT, WI, WY
- **Does Not Meet:** ND, OH, UT, WA, WV
- **Undetermined:** American Samoa*, Guam*, Northern Marianas Islands*, Puerto Rico*, U.S. Virgin Islands*

*The programs are NOT offered in this state/territory/commonwealth.

**The programs are NOT offered in this state. "Meets" only until 7/1/2022 when registration standards change; thereafter "Does Not Meet."

Each state determines its own requirements for licensure or certification as a pharmacy technician. In many states, the minimum educational requirement is a high school diploma or equivalent, but employers may value educational attainment beyond the high school level. Other eligibility requirements may apply, including experience working in a pharmacy and passing a board-approved licensure examination. Please check with the board of pharmacy or equivalent agency in your state for further details as requirements may change at any time.

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 University 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 must successfully pass a background check through Rasmussen University's chosen third-party vendor.

Any course with a practicum component at a hospital or clinical site may require the student to complete the full three-injection series of the Hepatitis B immunization and all other program-required immunizations prior to beginning the experience at the site.

The Pharmacy Technician Certificate is a Pharmacy Technician Certification Board (PTCB)-Recognized Education/Training program for technicians seeking to earn their PTCB Certified Pharmacy Technician (CPhT) credential. Other requirements apply; graduation from this program does not guarantee qualification for the CPhT credential.

This program is offered online in Illinois.

Healthcare | ASSOCIATE'S DEGREE

Flex Choice Credit by Assessment Available | 11-Week Quarters (5.5-Week Terms)

THIS PROGRAM 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

- Medical Office (Assistant) Manager, Administrator, or Coordinator
- Medical Secretary, Administrative Assistant, or Receptionist
- Patient Care Manager

OBJECTIVE

Graduates of this program 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 the career track, graduates may choose from a variety of employment options involving healthcare administration, 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

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 1002	Introduction to Communication ⁺	

Humanities (Select 2 courses) ⁺		8
Math / Natural Sciences (*Required, select 2 additional courses) ⁺		12

*PHA 1500	Structure and Function of the Human Body ⁺	
-----------	---	--

Social Sciences (Select 2 courses) ⁺		8
(Medical Assisting Specialization must select General Psychology as a Social Science elective)		

See page 90 for General Education Course Selections.

This program version is only available in Florida, Kansas, Minnesota, and Wisconsin.

CORE COURSES

Lower Division

FIN 1000	Principles of Finance	4
HSC 1531	Medical Terminology	4
HSC 2641	Medical Law and Ethics	4
LDR 2439	Introduction to Organizational Leadership	4
MAN 1300	Introduction to Human Resource Management	4

SELECT ONE OF THE FOLLOWING SPECIALIZATIONS:

Healthcare Administration Specialization

CAREER OPPORTUNITIES

- Medical Office (Assistant) Manager, Administrator, or Coordinator
- Medical Secretary, Administrative Assistant, or Receptionist
- Patient Care Manager

E102	Pathway to Patient Care Seminar ¹	0
HSA 1022	Foundations of Medical Administration	4
HSA 1050	Customer Service in Healthcare	1
HSA 1146	Technology Today for Medical Administration	3
HSA 2117	US Healthcare Systems	4
HSA 2918	Healthcare Administrative Office Procedures	3
HSC 1675	Healthcare Exploration and Careers	3
MEA 2203	Pathophysiology	5
Elective Course ²		4–5
Elective Course ²		4–5

⁺Flex Choice Credit by Assessment available; see page 162 for details.

This program version is only available in Florida, Kansas, Minnesota, and Wisconsin.

¹Only students intending to transfer into a program with a School of Nursing and School of Health Sciences Entrance Exam entrance requirement, and who have not yet achieved the minimum score required for the intended program, are required to take the E102 Pathways to Patient Care Seminar. Students must attempt the School of Nursing and School of Health Sciences Entrance Exam as a prerequisite to the E102 Pathways to Patient Care Seminar course. The E102 Pathways to Patient Care Seminar must be taken in the student's first or second term of enrollment, and the School of Nursing or School of Health Sciences Entrance Exam must be attempted by the end of the course. Students have one opportunity to attempt E102 Pathways to Patient Care Seminar, regardless of grade earned (SX/UX/ WX). Successful completion of E102 Pathways to Patient Care Seminar does not guarantee acceptance to any other program, or the ability to program change into another program the subsequent quarter. Acceptance into another program is dependent upon meeting all acceptance requirements of the program.

²Some elective courses include required residential labs, which are only available to students enrolled at select campuses, and cannot be completed fully online.

In addition to meeting all other admissions requirements, applicants must successfully pass a background check through Rasmussen University's chosen third-party vendor.

Medical Administrative Assistant Specialization

CAREER OPPORTUNITIES

- Medical Office (Assistant) Manager, Administrator, or Coordinator
- Medical Secretary, Administrative Assistant, or Receptionist
- Office Administrator

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 2117	US Healthcare Systems	4
HSA 2851	Practice and Professionalism in Healthcare	3
HSA 2918	Healthcare Administrative Office Procedures	3
MEA 2203	Pathophysiology	5

⁺Flex Choice Credit by Assessment available; see page 162 for details.

In addition to meeting all other admissions requirements, applicants must successfully pass a background check through Rasmussen University's chosen third-party vendor.

Medical Assisting Specialization**CAREER OPPORTUNITIES**

- Medical Assistant
- Medical Office Administrative Assistant

E242	Career Development ⁺	2
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

⁺Flex Choice Credit by Assessment available; see page 162 for details.

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

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

Students must be concurrently enrolled in one of Rasmussen University's Medical Assisting Diploma programs or have successfully completed a diploma program at an accredited institution within the past five years in order to enroll in this program. Students concurrently enrolled must successfully complete the diploma program coursework in order to obtain a Healthcare/Health Sciences Associate's Degree with Medical Assisting Specialization.

The Healthcare 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, applicants must successfully pass a background check through Rasmussen University's chosen third-party vendor.

Any course with a practicum component at a hospital or clinical site may require the student to complete the full three-injection series of the Hepatitis B immunization and all other program-required immunizations prior to beginning the experience at the site.

Pharmacy Technician Specialization**CAREER OPPORTUNITIES**

- Retail Pharmacy
- Clinical Pharmacy

E242	Career Development ⁺	2
HSA 1050	Customer Service in Healthcare	1
HSA 2117	US Healthcare Systems	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 Healthcare Associate's Degree – Pharmacy Technician Specialization is not available in North Dakota or at the Moorhead campus in Minnesota.

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

In addition to meeting all other admissions requirements, applicants must successfully pass a background check through Rasmussen University's chosen third-party vendor.

The Pharmacy Technician Certificate and Healthcare/Health Sciences Associate's Degree – Pharmacy Technician Specialization meet or exceed the educational requirements for professional licensure or certification in the states as displayed below. Not all states require licensure or certification for this profession. "Meets" means that the program meets the educational requirements for professional licensure or certification or that there is no license or certification. "Does Not Meet" means that the programs do not meet the educational requirements for professional licensure or certification. "Undetermined" means that Rasmussen was unable to determine, after reasonable efforts, whether the programs meet the educational requirements for professional licensure or certification.

- **Meets:** AK, AL, AR, AZ, CA, CO, CT*, DC, DE, FL, GA, HI, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, NE, NH, NJ, NM, NV, NY*, OK, OR, PA, RI*, SC, SD, TN, TX, VA**, VT, WI, WY
- **Does Not Meet:** ND, OH, UT, WA, WV
- **Undetermined:** American Samoa*, Guam*, Northern Marianas Islands*, Puerto Rico*, U.S. Virgin Islands*

*The programs are NOT offered in this state/territory/commonwealth.

**The programs are NOT offered in this state. "Meets" only until 7/1/2022 when registration standards change; thereafter "Does Not Meet."

Each state determines its own requirements for licensure or certification as a pharmacy technician. In many states, the minimum educational requirement is a high school diploma or equivalent, but employers may value educational attainment beyond the high school level. Other eligibility requirements may apply, including experience working in a pharmacy and passing a board-approved licensure examination. Please check with the board of pharmacy or equivalent agency in your state for further details as requirements may change at any time.

Any course with a practicum component at a hospital or clinical site may require the student to complete the full three-injection series of the Hepatitis B immunization and all other program-required immunizations prior to beginning the experience at the site.

CREDITS BELOW APPLY TO ALL SPECIALIZATIONS

General Education Credits	40
Core Credits	20
Specialization Credits	31–33
Total Associate's Degree Credits	91–93

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 University entrance placement exam, approved exemption based on previously completed coursework, or by successful completion of Developmental Education courses.

Health Sciences | ASSOCIATE'S DEGREE

Flex Choice Credit by Assessment Available | 11-Week Quarters (5.5-Week Terms)

THIS PROGRAM IS AVAILABLE IN ILLINOIS ONLY

Associate of Applied Science Degree in Illinois

CAREER OPPORTUNITIES

- Healthcare Associate

OBJECTIVE

Graduates of this program understand 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 the 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

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, select 1 additional course) ⁺		8
*COM 1002	Introduction to Communication ⁺	

Humanities (Select 3 courses) ⁺		12
---	--	----

Math / Natural Sciences (*Required, select 2 additional courses) ⁺		12
*PHA 1500	Structure and Function of the Human Body ⁺	

Social Sciences (Select 3 courses) ⁺		12
(Medical Assisting Specialization must select General Psychology as a Social Sciences elective)		

See page 90 for General Education Course Selections.

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:

Healthcare Specialization

CAREER OPPORTUNITIES

- Medical Services Technician
- Medical Registration or Receptionist

E102	Pathway to Patient Care Seminar	0
HIM 2133	Revenue Cycle and Billing	4
HSA 1022	Foundations of Medical Administration	4
HSA 1050	Customer Service in Healthcare	1
HSC 1675	Healthcare Exploration and Careers	3
MEA 1243	Pharmacology for the Allied Health Professional	4
MEA 2203	Pathophysiology	5
Elective Course ²		4–5
Elective Course ²		4–5

⁺Flex Choice Credit by Assessment available; see page 162 for details.

This program version is only available in Illinois.

¹Only students intending to transfer into a program with a School of Nursing and School of Health Sciences Entrance Exam entrance requirement, and who have not yet achieved the minimum score required for the intended program, are required to take the E102 Pathways to Patient Care Seminar. Students must attempt the School of Nursing and School of Health Sciences Entrance Exam as a prerequisite to the E102 Pathways to Patient Care Seminar course. The E102 Pathways to Patient Care Seminar must be taken in the student's first or second term of enrollment, and the School of Nursing or School of Health Sciences Entrance Exam must be attempted by the end of the course. Students have one opportunity to attempt E102 Pathways to Patient Care Seminar, regardless of grade earned (SX/UX/ WX). Successful completion of E102 Pathways to Patient Care Seminar does not guarantee acceptance to any other program, or the ability to program change into another program the subsequent quarter. Acceptance into another program is dependent upon meeting all acceptance requirements of the program.

²Some elective courses include required residential labs, which are only available to students enrolled at select campuses, and cannot be completed fully online.

In addition to meeting all other admissions requirements, applicants must successfully pass a background check through Rasmussen University's chosen third-party vendor.

This program is offered online in Illinois.

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

In addition to meeting all other admissions requirements, applicants must successfully pass a background check through Rasmussen University's chosen third-party vendor.

This program is offered online in Illinois.

Medical Assisting Specialization**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	6

Students must be concurrently enrolled in one of Rasmussen University's Medical Assisting Diploma programs or have successfully completed a diploma program at an accredited institution within the past five years in order to enroll in this program. Students concurrently enrolled must successfully complete the diploma program coursework in order to obtain a Healthcare/Health Sciences Associate's Degree with Medical Assisting Specialization.

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, applicants must successfully pass a background check through Rasmussen University's chosen third-party vendor.

Any course with a practicum component at a hospital or clinical site may require the student to complete the full three-injection series of the Hepatitis B immunization and all other program-required immunizations prior to beginning the experience at the site.

Nursing Assistant Specialization

HSC 1675	Healthcare Exploration and Careers	3
HSC 1748	Nursing Assistant	6
MLT 1325	Phlebotomy	3
MEA 1243	Pharmacology for the Allied Health Professional	4
HSA 1050	Customer Service in Healthcare	1
MEA 2203	Pathophysiology	5
CGS 1240	Computer Applications and Business Systems Concepts	3
Elective Course		4-5

The Health Sciences Associate's Degree - Nursing Assistant Specialization is only available at the Mokena / Tinley Park campus in Illinois.

The Nursing Assistant course has been approved as a Basic Nurse Assistant Training Program (BNATP) by the Illinois Department of Public Health, Training and Technical Section. Completion of a BNATP and achievement of a passing score on the written competency test within 12 months is one way to become a Certified Nursing Assistant (CNA) in Illinois. This program is not designed to prepare graduates for any other state-issued professional license or certification. Additional certification eligibility requirements may apply. Rasmussen University does not administer the written competency test.

This program requires specific immunizations prior to professional practice experience.

In addition to meeting all other admissions requirements, Illinois applicants must successfully pass a background check through the Illinois Department of Public Health.

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	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 must successfully pass a background check through Rasmussen University's chosen third-party vendor.

The Pharmacy Technician Certificate and Healthcare/Health Sciences Associate's Degree – Pharmacy Technician Specialization meet or exceed the educational requirements for professional licensure or certification in the states as displayed below. Not all states require licensure or certification for this profession. "Meets" means that the program meets the educational requirements for professional licensure or certification or that there is no license or certification. "Does Not Meet" means that the programs do not meet the educational requirements for professional licensure or certification. "Undetermined" means that Rasmussen was unable to determine, after reasonable efforts, whether the programs meet the educational requirements for professional licensure or certification.

- **Meets:** AK, AL, AR, AZ, CA, CO, CT*, DE, FL, GA, HI, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, NE, NH, NJ, NM, NV, NY*, OK, OR, PA, RI*, SC, SD, TN, TX, VA**, VT, WI, WY
- **Does Not Meet:** ND, OH, UT, WA, WV
- **Undetermined:** American Samoa*, Guam*, Northern Marianas Islands*, Puerto Rico*, U.S. Virgin Islands*

*The programs are NOT offered in this state/territory/commonwealth.

** The programs are NOT offered in this state. "Meets" only until 7/1/2022 when registration standards change; thereafter "Does Not Meet."

Each state determines its own requirements for licensure or certification as a pharmacy technician. In many states, the minimum educational requirement is a high school diploma or equivalent, but employers may value educational attainment beyond the high school level. Other eligibility requirements may apply, including experience working in a pharmacy and passing a board-approved licensure examination. Please check with the board of pharmacy or equivalent agency in your state for further details as requirements may change at any time.

Any course with a practicum component at a hospital or clinical site may require the student to complete the full three-injection series of the Hepatitis B immunization and all other program-required immunizations prior to beginning the experience at the site.

This program is offered online in Illinois.

CREDITS BELOW APPLY TO ALL SPECIALIZATIONS

General Education Credits	48
Core Credits	14
Specialization Credits	29-31
Total Associate's Degree Credits	91-93

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 University entrance placement exam, approved exemption based on previously completed coursework, or by successful completion of Developmental Education courses.

Medical Billing and Coding | CERTIFICATE

11-Week Quarters (5.5-Week Terms)

CAREER OPPORTUNITIES

- Medical Biller
- Medical Coder
- Medical Insurance Claims Clerk / Specialist
- Medical Collections Specialist
- Patient Services Representative / Navigator
- Patient Access Representative
- Patient Registrar
- Medical Records Clerk

OBJECTIVE

Graduates of this program are prepared as entry-level professionals in revenue cycle functions, including medical coding and billing, data entry, patient access, insurance reimbursement, and compliance with health information privacy, security, and reporting requirements. Students 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. They learn to navigate electronic, paper, and hybrid health records and obtain the information necessary to correctly code medical information and perform billing functions. They know medical terminology, anatomy, pathophysiology and pharmacology, basic computer skills, and the use of industry-relevant medical coding software. Graduates value the importance of confidentiality of patient information, effective communication, teamwork, and ethical and professional behavior. They are prepared to work in a variety of healthcare-related settings, including hospitals, physician practices, insurance companies, billing companies, government agencies, long-term care, home health, rehabilitation, behavioral health, and skilled nursing facilities.

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+	

CORE COURSES

Lower Division		
CGS 1240	Computer Applications and Business Systems Concepts+	3
HIM 1103	Coding Foundations	4
HIM 1125	ICD-CM Coding	4
HIM 1126C	ICD-PCS Coding	4
HIM 1257	Ambulatory Coding	4
HIM 2224C	Health Information Pathophysiology and Pharmacology	3
HIM 2410	Health Information Law and Ethics	4
HIM 2944	Medical Billing and Coding Practicum	2
HSC 1531	Medical Terminology	4
General Education Credits		4
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 162 for details.

This program is not designed to prepare graduates for any state-issued professional license or certification. Graduates of this program may take the Certified Coding Associate (CCA) certification exam offered by the American Health Information Management Association (AHIMA). AHIMA requires only a high school diploma (or equivalent) to sit for the CCA exam but recommends completion of a coding training program or six months of coding experience. Further details are available at <https://www.ahima.org/certification/CCA>.

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 University 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 must successfully pass a background check through Rasmussen University's chosen third-party vendor.

This program is offered online in Illinois.

Health Information Technician | ASSOCIATE'S DEGREE

Flex Choice Credit by Assessment 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
- Health Information Data Collection and Analysis Specialist
- Medical Coder / Biller-Analyst / Auditor
- Electronic Health Records Specialist
- Compliance Auditor / Specialist
- Patient Care Coordinator
- Release of Information Specialist
- Revenue Cycle Reimbursement Specialist

OBJECTIVE

Graduates of this program understand the requirements of a health information professional as a member of the healthcare team, within a variety of healthcare-related settings and organizations. Students analyze and apply technologies, including electronic health record applications and core health information competencies related to understanding and utilizing health information throughout its life cycle. Emphasis is placed on data structure and content; healthcare statistical preparation; data analytics, use, and reporting; revenue cycle management; medical coding and billing, information protection; privacy, confidentiality, and security; health law; and compliance, technology, and information interoperability. Graduates know fundamental management, leadership, and teamwork skills and can demonstrate ethical professional behavior in a workplace setting through simulated activities and during professional practice experiences. Graduates have computer application skills, math statistics foundation, basic human anatomy, medical terminology, and pathophysiology and pharmacology as a foundation to the competencies needed by a health information professional. Graduates value written and interpersonal communication, critical thinking and problem solving, diversity awareness skills, and information and digital literacy. They are prepared to work in a variety of healthcare-related settings, including hospitals, physician practices, insurance companies, billing companies, government agencies, long-term care, home health, rehabilitation, behavioral health, skilled nursing facilities, health information consulting companies, and health information technology vendors.

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 (*Required course, Select 1 course)+	6
COM 1865 Locating and Evaluating Information	
Humanities (Select 1 course) ⁺	4
Math / Natural Sciences (*Required course)	4
*STA 1625 Essential Statistics and Analytics	
Social Sciences (Select 2 courses) ⁺	8

See page 90 for General Education Course Selections.

CORE COURSES

Lower Division

HIM 2000	Introduction to Health Information Management	4
HIM 2135	Revenue Cycle Management	4
HIM 2515	Management and Leadership in Health Information	4
HIM 2589C	Healthcare Statistics and Data Management	3
HIM 2624C	Data Analytics and Informatics in Healthcare	3
HIM 2655C	Healthcare Technologies	4
HIM 2945	Health Information Technician Professional Practice Experience	3
HIM 2966	Health Information Technician Associate Capstone	3

General Education Credits 30

Core Credits 60

Total Associate's Degree Credits 90

*Flex Choice Credit by Assessment available; see page 162 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 at Rasmussen University – 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
200 East Randolph Street, Suite 5100
Chicago, IL 60601
312-235-3255

Graduates of the CAHIIM-accredited Health Information Technician Associate's Degree programs, listed in the CAHIIM accreditation statement above, meet the educational requirements to sit for the American Health Information Management Association (AHIMA) Registered Health Information Technician (RHIT) certification exam. This program is not designed to prepare graduates for any other professional licenses or certifications.

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

In addition to meeting all other admissions requirements, applicants must successfully pass a background check through Rasmussen University's chosen third-party vendor.

This program is offered online in Illinois.

Health Information Management | BACHELOR'S DEGREE

Flex Choice Competency-Based Education Program (Credit by Assessment Available) | 11-Week Quarters (5.5-Week Terms)

Bachelor of Science Degree

CAREER OPPORTUNITIES

- Health Information Services Manager
- Privacy Officer
- Health Information Applications and EHR Implementation Specialist
- Clinical / Healthcare Informatics Analyst / Specialist
- Compliance Officer / Auditor
- Revenue Cycle Reimbursement Manager
- Health Information Management Specialist
- Clinical Documentation Specialist

OBJECTIVE

Graduates of this program are prepared for entry-level management and leadership roles in the health information and healthcare industry profession in a variety of healthcare-related settings and organizations. Students develop organizational management and ethical leadership skills and are able to analyze, evaluate, and recommend policies and technologies, including electronic health record applications and health information competencies related to overseeing, managing, and utilizing health information throughout its life cycle. Emphasis is placed on information governance; data structure and content; healthcare statistical preparation and presentation; data analytics, use, and reporting; revenue cycle management; information protection; privacy, confidentiality, and security; health law; and compliance, technology, and information interoperability. Graduates will be able to communicate with all organizational levels, including clinical, financial, and administrative, that utilize health information in operations and decision-making. They will demonstrate competence in the use of tools and strategies to lead projects and interdisciplinary teams, leveraging skills in strategic planning, human resources, financial, and change management to achieve objectives. Graduates are prepared to work in a variety of healthcare-related settings, including hospitals, physician practices, insurance companies, billing companies, government agencies, long-term care, home health, rehabilitation, behavioral health, skilled nursing facilities, health information consulting companies, and health information technology vendors.

ACCEPTANCE REQUIREMENTS

This is a bachelor-completer program. An applicant must meet one of the following criteria to become eligible for admittance:

- The applicant has a conferred associate's degree in Health Information Technology/Management from a CAHIIM-accredited program earned within the past five years.
- The applicant has a conferred associate's degree in Health Information Technology/Management earned more than five years ago from a CAHIIM-accredited program, has documented work experience in the health information industry within the past five years, and has been approved by the Program Coordinator.
- The applicant has a conferred associate's degree from an institution accredited by a U.S. Department of Education recognized accreditor earned within the past five years and maintains a current RHIT credential.
- The applicant has a conferred associate's degree from an institution accredited by a U.S. Department of Education recognized accreditor earned more than five years ago, maintains a current RHIT credential, has documented work experience in the health information industry within the past five years, and has been approved by the Program Coordinator.

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 (Select 2 courses)*</i>	8

See page 90 for General Education Course Selections.

CORE COURSES

Upper Division

HIM 3001	Information and Communication Technologies	4
HIM 3202	Data, Information, and File Structures	4
HIM 3304	Financial Management of Health Information Services	4
HIM 3360	Health Data and Policy Management	4
HIM 3412	Project Management	4
HIM 3429	Health Law and Compliance	4
HIM 3515	Health Information Leadership and Management	4
HIM 3522	Electronic Health Record Application	4
HIM 3710	Advanced Quality Management in Healthcare	4
HIM 3810	Human Resource Management in Health Information	4
HIM 3930C	Healthcare Research and Statistics	4
HIM 4121	Privacy and Security in Health Information	4
HIM 4135	Advanced Revenue Cycle Management	4
HIM 4515	Advanced Health Information Leadership and Management	4
HIM 4624C	Advanced Data Analytics and Informatics in Healthcare	4
HIM 4945	Professional Practice Experience in Health Information Management	3
HIM 4966	Health Information Management Capstone	3

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

*Flex Choice Credit by Assessment available; see page 162 for details.

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

The Health Information Management Bachelor's Degree Program at Rasmussen University – 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
200 East Randolph Street, Suite 5100
Chicago, IL 60601
312-235-3255

Graduates of the CAHIIM-accredited Health Information Management Bachelor Degree program meet the educational requirements to sit for the American Health Information Management Association (AHIMA) Registered Health Information Administrator (RHIA) certification exam.

This program is not designed to prepare graduates for any other professional licenses or certifications. This program requires specific immunizations prior to professional practice experience.

In addition to meeting all other admissions requirements, applicants must successfully pass a background check through Rasmussen University's chosen third-party vendor.

This program is offered online in Illinois.

Health and Wellness | BACHELOR'S DEGREE

Flex Choice Competency-Based Education Program (Credit By Assessment Available) | 12-Week Quarters (6-Week Sessions)

Bachelor of Science Degree

CAREER OPPORTUNITIES

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

Careers Disclosure: This program is not designed to meet, and does not meet, the educational requirements for professional licensure as a therapist, counselor, social worker, psychologist, dietitian, personal trainer, or other similar careers in any state.

OBJECTIVE

Graduates of this 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 communities on wellness topics through application-based learning.

ACCEPTANCE 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.

A student not transferring successfully completed Medical Terminology, Structure and Function of the Human Body, or course equivalents will be considered prequalified until these courses are completed within a regularly scheduled term at the standard tuition rate. Once the program prequalification requirements are met, the student will be accepted into the Health and Wellness Bachelor's Degree program.

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

See page 91 for General Education Course Selections.

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 and 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

Transferred Lower-Division Credits 90

Upper-Division General Education Credits 28

Upper-Division Core Credits 63

Total Bachelor's Degree Credits 181

⁺Flex Choice Credit by Assessment available; see page 162 for details.

This Flex Choice Credit-Based Competency-Based Education Program contains both traditional and competency-based education (CBE) courses. CBE courses are indicated in italics.

This program is not designed to prepare graduates for any state-issued professional license or certification, and has not been approved by any state professional licensing agency. 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 must successfully pass a background check through Rasmussen University's chosen third-party vendor.

This program is offered online in Illinois.

MASTER'S-LEVEL COURSE SUBSTITUTIONS:

Eligible students enrolled in this program may elect to substitute specific master's-level courses for certain bachelor's-level courses as displayed on the table below. See the *Eligibility to Substitute Master's-Level Course while Enrolled in a Bachelor's Program policy* for more information.

Bachelor's-Level Course	Master's-Level Course Substitution*
HSC 3485 Healthcare Advocacy	PHC 5441 Social Determinants of Health
HSC 3371 Health Education and Training	PHC 5470 Principles of Health Behavior
HSC 4500 Epidemiology	PHC 5030 Epidemiology for Public Health Professionals
PHC 4305 Practices and Policies in Public Health	HSA 5200 Healthcare Policy, Ethics, and Laws

*Master's courses are 11-weeks in length and are solely offered as competency-based education (CBE) courses. Master's courses may not transfer into all master's degrees. Master's degrees may not be offered in all states and may not be offered in the same states in which bachelor's degrees are offered. The Master of Public Health is not available in CA, CT, IL, NY, or RI.

Master of Healthcare Administration

Flex Choice Competency-Based Education Program | 11-Week Quarters (5.5-Week Terms)

Master of Healthcare Administration (MHA)

CAREER OPPORTUNITIES

- Hospital Administrator
- Clinical Director
- Health Services Manager
- Practice Manager

OBJECTIVE

Graduates of this program can apply concepts in Healthcare Administration in their professional partnerships. Graduates will be able to demonstrate the ability to become healthcare leaders by developing strategic plans for organizational change in alignment with socioeconomics, market forces, and trends. Graduates will evaluate the impacts of financial information, healthcare technology systems, and operational processes on patient care and business outcomes. Graduates will value innovation, communication, diverse perspectives, technology and information literacy, financial literacy, and population health management. Graduates of the program will have the capability to incorporate these skills in impactful ways.

ACCEPTANCE REQUIREMENTS

To be considered for admission, applicants must submit an official transcript documenting a conferred bachelor's degree with a cumulative GPA of 2.75 (no rounding) or higher from a regionally or nationally accredited institution of higher learning as recognized by the Department of Education or the Council on Higher Education Accreditation (CHEA). Applicants with a GPA of 2.5 (no rounding) to 2.74 may request an exception to the minimum 2.75 cumulative GPA requirement through the submission of a personal statement in the form of a written essay. Instructions and a scoring rubric for submitting a request for an exception may be obtained from the Admissions Advisor. The scoring of the committee will be final.

CORE COURSES

Graduate Division	
HSA 5000 Scholarly Research and Writing	4
HSA 5100 Introduction to Healthcare Delivery Systems	4
HSA 5200 Healthcare Policy, Ethics, and Laws	4
HSA 5300 Population Health	4
HSA 5400 Healthcare Financial Management and Economics	4
HSA 5500 Healthcare Leadership and Human Resources	4
HSA 6000 Healthcare Information Systems and Technology	4
HSA 6100 Healthcare Operations Management	4
HSA 6200 Healthcare Quality Management	4
HSA 6300 Healthcare Strategic Planning and Marketing	4
HSA 6900 Healthcare Administration Capstone	4
LDR 5000 Professional Growth and Leadership	4

Total Master's Degree credits 48

All courses within this program are competency-based education (CBE) courses.

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 through Rasmussen University's chosen third-party vendor.

This program is offered online in Illinois.

Master of Public Health

Flex Choice Competency-Based Education Program | 11-Week Quarters (5.5-Week Terms)

Master of Public Health (MPH)

CAREER OPPORTUNITIES

- Public Health Agencies at State, Local, and Federal Levels
- Government Public Health Agencies
- Healthcare Providers and Organizations
- Public Safety Agencies
- Human Service and Charity Organizations
- Education and Youth Development Organizations
- Education Institutions
- Recreation and Arts-Related Organizations
- Economic and Philanthropic Organizations
- Environmental Agencies and Organizations

OBJECTIVE

Graduates of the Master of Public Health (MPH) program obtain practical and theoretical experience in the areas of public health, health informatics and analytics, epidemiology and research methods, environmental health and risk management, public health policy and administration, and population health management. Graduates learn about public health trends, including ways to address local and global healthcare disparities using critical-thinking and evidence-based practices. The diverse and innovative curriculum prepare graduates to meet their career objectives.

ACCEPTANCE REQUIREMENTS

To be considered for admission, applicants must submit an official transcript documenting a conferred bachelor's degree with a cumulative GPA of 2.75 (no rounding) or higher from a regionally or nationally accredited institution of higher learning as recognized by the Department of Education or the Council on Higher Education Accreditation (CHEA). Applicants with a GPA of 2.5 (no rounding) to 2.74 may request an exception to the minimum 2.75 cumulative GPA requirement through the submission of a personal statement in the form of a written essay. Instructions and a scoring rubric for submitting a request for an exception may be obtained from the Admissions Advisor. The scoring of the committee will be final.

CORE COURSES

Graduate Division

HSA 5000	Scholarly Research and Writing	4
HSA 5200	Healthcare Policy, Ethics, and Laws	4
HSA 5300	Population Health	4
PHC 5030	Epidemiology for Public Health Professionals	4
PHC 5103	Essentials of Public Health	4
PHC 5374	Environmental Health and Emergency Preparedness	4
PHC 5441	Social Determinants of Health	4
PHC 5470	Principles of Health Behavior	4
PHC 6117	Public Health Leadership	4
PHC 6517	Public Health Administration, Governance, and Management	4
PHC 6716	Program Design and Evaluation	4
PHC 6724	Evidence-Based Public Health Research	4
PHC 6940	Master of Public Health Practicum	4
PHC 6990	Master of Public Health Capstone	4

Total Master's Degree credits **56**

All courses within this program are competency-based education (CBE) courses.

This program is not designed to prepare graduates for any state-issued professional license or certification and has not been approved by any state professional licensing agency. For further information on professional licensing requirements, please contact the appropriate board or agency in your state of residence.

Human Services | ASSOCIATE'S DEGREE

Flex Choice Credit by Assessment 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

- Community Service Assistant
- Social Service Specialist
- Human Service Assistant
- Advocate
- Program Assistant

Careers Disclosure: This program is not designed to meet, and does not meet, the educational requirements for professional licensure as a therapist, counselor, social worker, psychologist, or other similar licensed careers, in any state.

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.

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

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 2 additional courses) ⁺		10
*COM 1865	Locating and Evaluating Information	
Humanities (Select 2 courses) ⁺		8
Math / Natural Sciences (Select 2 courses) ⁺		8
Social Sciences (Required courses)		16
PSY 1012	General Psychology ⁺	
PSY 2420	Abnormal Psychology	
SSE 1250	Multiculturalism and Diversity ⁺	
SYG 1000	Introduction to Sociology	

See page 90 for General Education Course Selections.

CORE COURSES

Lower Division		
DEP 2004	Human Growth and Development	4
HUS 1001	Introduction to Human Services	4
HUS 1175	Developing Awareness and Understanding	4
HUS 1238	Evolving Populations in Human Services	4
HUS 1320	Introductory Strategies to Crisis Intervention	4
HUS 1461	Perspectives on Human Behavior	4
HUS 1632	Working with Clients	4
HUS 2409	Micro and Macro Systems in Human Services	4
HUS 2627	Principles of Ethical and Legal Practices in Human Services	4
HUS 2834	Professional Practices in Human Services	4
HUS 2979	Human Services Associate Capstone	4

General Education Credits	46
Core Credits	44
Total Associate's Degree Credits	90

***Flex Choice Credit by Assessment available; see page 162 for details.**

This program is not designed to prepare graduates for any state-issued professional license or certification, and has not been approved by any state professional licensing agency. 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 University 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 must successfully pass a background check through Rasmussen University's chosen third-party vendor.

This program is offered online in Illinois.

Human Services | BACHELOR'S DEGREE

Flex Choice Credit by Assessment Available | 12-Week Quarters (6-Week Sessions)

Bachelor of Science Degree

CAREER OPPORTUNITIES

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

Careers Disclosure: This program is not designed to meet, and does not meet, the educational requirements for professional licensure as a therapist, counselor, social worker, psychologist, or other similar licensed careers, in any state.

OBJECTIVE

This non-licensure, online program prepares students for the helping professions, serving diverse populations, and contributing 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.

ACCEPTANCE 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, or course equivalents.

A student not transferring successfully completed General Psychology, Introduction to Sociology, or course equivalents will be considered prequalified until these courses are completed within a regularly scheduled term at the standard tuition rate. Once the program prequalification requirements are met, the student will be accepted into the Human Services Bachelor's Degree program.

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

See page 91 for General Education Course Selections.

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 I¹

HUS 4460	Internship for Human Services II	3
----------	----------------------------------	---

Track II

HUS 4450	Human Services Capstone II	3
----------	----------------------------	---

Transferred Lower-Division Credits 90

Upper-Division General Education Credits 24

Upper-Division Core Credits 67

Total Bachelor's Degree Credits 181

⁺Flex Choice Credit by Assessment available; see page 162 for details.

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

This program is not designed to prepare graduates for any state-issued professional license or certification, and has not been approved by any state professional licensing agency. 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 must successfully pass a background check through Rasmussen University's chosen third-party vendor.

This program is offered online in Illinois.

Medical Laboratory Technician | ASSOCIATE'S DEGREE

Flex Choice Credit by Assessment 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, 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.

ACCEPTANCE REQUIREMENTS

Applicants 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 University will schedule an interview between the applicant and Program Coordinator / Director.

Students accepted into their program will receive written communication from the University. The University 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 removed from the cohort.

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

See page 90 for General Education Course Selections.

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	Immunohematology	3
MLT 2533	Clinical Microbiology II	4
MLT 2775	Clinical Practicum	12
MLT 2864	Medical Laboratory Technician Capstone	2

General Education Credits 32

Core Credits 59

Total Associate's Degree Credits 91

⁺Flex Choice Credit by Assessment available; see page 162 for details.

The Medical Laboratory Technician Associate's Degree is only offered at the Lake Elmo / Woodbury campus in Minnesota.

The Medical Laboratory Technician Associate's Degree is a residential program designed to lead to careers in Minnesota and Wisconsin, where there are no state-issued professional licenses or certifications for medical laboratory technicians. While this program is only offered at select campuses in those states, determinations regarding professional licensure or certification have been made for other states as displayed below. "Meets" means that the program meets the educational requirements for professional licensure or certification or that there is no license or certification. "Does Not Meet" means that the program does not meet the educational requirements for professional licensure or certification. "Undetermined" means that Rasmussen was unable to determine, after reasonable efforts, whether the program meets the educational requirements for professional licensure or certification.

- **Meets:** AK, AL, AR, AZ, CO, CT, DC, DE, FL, GA, HI, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, OH, OK, OR, PA, Puerto Rico, RI, SC, SD, TN, TX, UT, VA, VT, WA, WI, WV, WY
- **Does Not Meet:** CA, NY
- **Undetermined:** American Samoa, Guam, Northern Marianas Islands, U.S. Virgin Islands

Graduation from a campus with programmatic accreditation is a requirement to meet the educational requirements to sit for the American Society for Clinical Pathology (ASCP) Board of Certification exam. The ASCP credential may be required for state professional licensure or certification. Other eligibility requirements may apply to state and national licenses and certifications; please verify your eligibility against applicable rules, which may change at any time.

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 two background checks—one through Rasmussen University's chosen third-party vendor and one through the Minnesota Department of Human Services.

The Medical Laboratory Technician program at the Green Bay, Lake Elmo / Woodbury, and Moorhead campuses is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), 5600 North River Road, Suite 720, Rosemont, IL 60018. Phone: 773-714-8880 Fax: 773-714-8886.

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

This program requires specific immunizations prior to professional practice experience.

Physical Therapist Assistant | ASSOCIATE'S DEGREE

Flex Choice Credit by Assessment 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.

ACCEPTANCE REQUIREMENTS

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). Once the applicant file is complete, the University will schedule an interview between the applicant and Program Director or Clinical Education Coordinator.

Students accepted into their program will receive written communication from the University. The University 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 removed from the cohort.

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, select 1 additional Math Course) ⁺	14
*BSC 2346 Human Anatomy and Physiology I	
*BSC 2347 Human Anatomy and Physiology II	
Social Sciences (*Required, 1 Additional Course) ⁺	8
*PSY 1012 General Psychology ⁺	

See page 90 for General Education Course Selections.

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

General Education Credits	34
Core Credits	59
Total Associate's Degree Credits	93

*Flex Choice Credit by Assessment available; see page 162 for details.

This program is only available at the Central Pasco and Ocala campuses in Florida and the Brooklyn Park / Maple Grove campus in Minnesota.

In addition to meeting all other admissions requirements, Florida applicants must successfully pass two background checks—one through Rasmussen University's chosen third-party vendor and one meeting the Florida statutory definition of a Level 2 background check. In addition to meeting all other admissions requirements, Minnesota applicants must successfully pass two background checks—one through Rasmussen University's chosen third-party vendor and one through the Minnesota Department of Human Services.

The Physical Therapist Assistant Associate's Degree is a residential program designed to lead to careers in Florida and Minnesota. While this program is only offered at select campuses in those states, determinations regarding professional licensure or certification have been made for other states as displayed below. "Meets" means that the program meets the educational requirements for professional licensure or certification, or that there is no license or certification. "Does Not Meet" means that the program does not meet the educational requirements for professional licensure or certification. "Undetermined" means that Rasmussen was unable to determine, after reasonable efforts, whether the program meets the educational requirements for professional licensure or certification.

- **Meets:** AK, AL, AR, AZ, CA, CO, CT, DC, DE, FL, GA, HI, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, Puerto Rico, RI, SC, SD, TN, TX, U.S. Virgin Islands, UT, VA, VT, WA, WI, WV, WY
- **Does Not Meet:** (none)
- **Undetermined:** American Samoa, Guam, Northern Marianas Islands

This program meets the educational eligibility requirements to register for the National Physical Therapy Exam (NPTE) for Physical Therapist Assistants through the Federation of State Boards of Physical Therapy (FSBPT). Passing the licensure exam is required for state licensure in all jurisdictions. Other eligibility requirements may apply to state and national licenses and certifications; please verify your eligibility against applicable rules, which may change at any time.

Graduation from a Physical Therapist Assistant education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100 Alexandria, VA 22305-3085; 703-706-3245; accreditation@apta.org is necessary for eligibility to sit for the licensure examination, which is required in all states.

The Physical Therapist Assistant Program at Rasmussen University – Brooklyn Park / Maple Grove is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100 Alexandria, VA 22305-3085; phone 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call 763-496-6022 or email Matthew.Vraa@rasmussen.edu.

The Physical Therapist Assistant Program at Rasmussen University – Central Pasco is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100 Alexandria, VA 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://capteonline.org>. If needing to contact the program/institution directly, please call 813-435-3645 or email Tania.Tablinsky@rasmussen.edu.

Effective October 29, 2019, Rasmussen University – Ocala has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100 Alexandria, VA 22305-3085; phone: 703-706-3245; email: accreditation@apta.org. If needing to contact the program/institution directly, please call (352) 291-8512 or email Stella.Nemuseo@rasmussen.edu.

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.

Accreditation Contingency Plan: Rasmussen University has a contingency plan in place should the PTA program not receive Accreditation from CAPTE. Students who are enrolled in the PTA program will be notified if an adverse decision on accreditation is received by CAPTE, and at that point no new students will be enrolled into the program until accreditation can be achieved. Students enrolled in the PTA program at the time of an adverse decision on accreditation by CAPTE will be offered the option of completing their current coursework. Students will have the option of remaining in the PTA program until a final decision regarding the PTA program accreditation status is received from CAPTE. Students not opting to stay in the program will receive assistance to identify an accredited PTA program for consideration of transfer.

Radiologic Technology | ASSOCIATE'S DEGREE

Flex Choice Credit by Assessment Available | 11-Week Quarters (5.5-Week Terms)

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

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.

ACCEPTANCE REQUIREMENTS

Applicants 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 under 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 the School of Health Sciences Entrance Exam. Once the applicant file is complete, the University will schedule an interview between the applicant and Program Coordinator/Director.

This program has an enrollment capacity limit. Students accepted into their program will receive written communication from the University. The University 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 removed from the cohort.

Additional admission requirements and enrollment procedures are included in the Academic Information and University Policies section of the catalog.

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

See page 90 for General Education Course Selections.

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	Radiologic Technology Capstone	2

General Education Credits	32
Core Credits	76

Total Associate's Degree Credits	108
---	------------

*Flex Choice Credit by Assessment available; see page 162 for details.

The Radiologic Technology Associate's Degree is only offered at the Fort Myers, Central Pasco, and Ocala campuses in Florida and the Lake Elmo / Woodbury campus in Minnesota.

The Radiologic Technology Associate's Degree program at the Lake Elmo / Woodbury campus in Minnesota and the Central Pasco, Fort Myers, and Ocala campuses in Florida is accredited by the Joint Review Committee on Education in Radiologic Technology, 20 North Wacker Drive, Suite 2850 Chicago, Illinois 60606-3182, 312-704-5300; mail@jrcert.org

The Radiologic Technology Associate's Degree is a residential program designed to lead to careers in Florida and Minnesota. While this program is only offered at select campuses in those states, determinations regarding professional licensure or certification have been made for other states as displayed below. "Meets" means that the program meets the educational requirements for professional licensure or certification or that there is no license or certification. "Does Not Meet" means that the program does not meet the educational requirements for professional licensure or certification. "Undetermined" means that Rasmussen was unable to determine, after reasonable efforts, whether the program meets the educational requirements for professional licensure or certification.

- **Meets:** AK, AL, AR, AZ, CA, CO, CT, DC, DE, FL, GA, HI, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VA, VT, WA, WI, WV, WY
- **Does Not Meet:** (none)
- **Undetermined:** American Samoa, Guam, Northern Marianas Islands, Puerto Rico, U.S. Virgin Islands

This program meets the educational requirements to apply for certification through the American Registry of Radiologic Technologists (ARRT). ARRT certification may be required for state professional licensure or certification. Other eligibility requirements may apply to state and national licenses and certifications; please verify your eligibility against applicable rules, which may change at any time.

In addition to meeting all other admissions requirements, Florida applicants must successfully pass two background checks—one through Rasmussen University's chosen third-party vendor, and one meeting the Florida statutory definition of a Level 2 background check. In addition to meeting all other admissions requirements, Minnesota applicants must successfully pass two background checks—one through Rasmussen University's chosen third-party vendor, and one through the Minnesota Department of Human Services.

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

Surgical Technologist | ASSOCIATE'S DEGREE

Flex Choice Credit by Assessment Available | 11-Week Quarters (5.5-Week Terms)

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

CAREER OPPORTUNITIES

- Surgical Technologist
- Surgical Assistant

OBJECTIVE

The goal of this 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.

ACCEPTANCE REQUIREMENTS

Applicants 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 under 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 the School of Health Sciences Entrance Exam. Once the applicant file is complete, the University will schedule an interview between the applicant and Program Coordinator/Director.

Students accepted into their program will receive written communication from the University. The University 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 removed from the cohort.

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 ⁺	

See page 90 for General Education Course Selections.

CORE COURSES

Lower Division

BSC 2346	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

General Education Credits 32

Core Credits 60

Total Associate's Degree Credits 92

*Flex Choice Credit by Assessment available; see page 162 for details.

The Surgical Technologist Associate's Degree is only offered at the following campuses: Central Pasco, FL; Brooklyn Park / Maple Grove, MN; St. Cloud, MN; Rockford, IL; and Romeoville/Joliet, IL.

The Surgical Technologist AAS Program at the Brooklyn Park/Maple Grove, Moorhead, and St. Cloud, Minnesota, campuses and the Rockford and Romeoville/Joliet, Illinois, campuses is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP.org) on 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), 9355 113th Street N., #7709, Seminole, FL 33775-7709, 727-210-2350, caahep.org. The Surgical Technologist AAS Program at the Central Pasco, Florida, campus is not currently accredited.

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

The Surgical Technologist Associate's Degree is a residential program designed to lead to careers in Florida, Illinois, Minnesota, and Wisconsin. While this program is only offered at select campuses in those states, determinations regarding professional licensure or certification have been made for other states as displayed below. "Meets" means that the program meets the educational requirements for professional licensure or certification or that there is no license or certification. "Does Not Meet" means that the program does not meet the educational requirements for professional licensure or certification. "Undetermined" means that Rasmussen was unable to determine, after reasonable efforts, whether the program meets the educational requirements for professional licensure or certification.

- **Meets:** AK, AL, AR, AZ, CA, CO, CT, DC, DE, FL, GA, HI, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VA, VT, WA, WI, WV, WY
- **Does Not Meet:** (none)
- **Undetermined:** American Samoa, Guam, Northern Marianas Islands, Puerto Rico, U.S. Virgin Islands

Graduation from a campus with programmatic accreditation is a requirement to sit for the Certified Surgical Technologist ("CST") certification through the National Board of Surgical Technology and Surgical Assisting (NBSTSA). The CST certification may be required for state professional licensure or certification. Other eligibility requirements may apply to state and national licenses and certifications; please verify your eligibility against applicable rules, which may change at any time.

In addition to meeting all other admissions requirements, Illinois applicants must successfully pass a background check through Rasmussen University's chosen third-party vendor. In addition to meeting all other admissions requirements, Florida applicants must successfully pass two background checks—one through Rasmussen University's chosen third-party vendor, and one meeting the Florida statutory definition of a Level 2 background check. In addition to meeting all other admissions requirements, Minnesota applicants must successfully pass two background checks—one through Rasmussen University's chosen third-party vendor, and one through the Minnesota Department of Human Services.

This program requires specific immunizations prior to professional practice experience.

Criminal Justice | ASSOCIATE'S DEGREE

Flex Choice Credit by Assessment 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

Additional training and other requirements may apply to careers in this field. Please read the Careers Disclosure.

- Court Clerk
- Security Officer
- Corrections / Law Enforcement careers in some jurisdictions

Careers Disclosure: Each federal, state, or local agency determines its own requirements for licensure of law enforcement careers and may change these requirements at any time. Licensed law enforcement careers include police officer, corrections officer, parole officer, crime scene investigator, and other positions. Minimum educational standards for licensure in these careers range from a high school diploma to a college degree and can vary widely (even within the same state). Some agencies require graduation from an agency-approved academic program or training academy. This program is NOT a training academy or approved program with any federal, state, or local agency. Other non-academic requirements are also required for licensure, which may include additional training, experience, graduation from an academy, physical fitness standards, background checks (certain results are often disqualifying), and other requirements. Before enrolling, it is important to understand whether licensure is required for a desired career by consulting the appropriate federal, state, or local agency requirements.

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

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) ⁺		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	

See page 90 for General Education Course Selections.

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
General Education Credits		42
Core Credits		49
Total Associate's Degree Credits		91

*Flex Choice Credit by Assessment available; see page 162 for details.

This program is not designed to meet the educational requirements for professional licensure or certification in any state. For example, this program does not meet the standards established by the Minnesota Peace Officer Standards and Training (POST) Board for persons who seek employment as a peace officer in Minnesota. 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.

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 University 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 must successfully pass a background check through Rasmussen University's chosen third-party vendor.

This program is offered online in Illinois.

Criminal Justice Leadership and Management | BACHELOR'S DEGREE

Flex Choice Credit by Assessment Available | 11-Week Quarters (5.5-Week Terms)

Bachelor of Science Degree

CAREER OPPORTUNITIES

Additional training and other requirements may apply to careers in this field. Please read the Careers Disclosure.

- Crime Victims Advocate
- Security Manager
- Corporate Security Supervisor
- Corrections / Law Enforcement careers in some jurisdictions

Careers Disclosure: Each federal, state, or local agency determines its own requirements for licensure of law enforcement careers and may change these requirements at any time. Licensed law enforcement careers include police officer, corrections officer, parole officer, crime scene investigator, and other positions. Minimum educational standards for licensure in these careers range from a high school diploma to a university degree and can vary widely (even within the same state). Some agencies require graduation from an agency-approved academic program or training academy. This program is NOT a training academy or approved program with any federal, state, or local agency. Other non-academic requirements are also required for licensure, which may include additional training, experience, graduation from an academy, physical fitness standards, background checks (certain results are often disqualifying), and other requirements. Before enrolling, it is important to understand whether licensure is required for a desired career by consulting the appropriate federal, state, or local agency requirements.

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.

ACCEPTANCE REQUIREMENTS

This is a bachelor-completer program. To be considered for admission, students must hold a conferred Associate's or Bachelor's degree (see below) from an accredited institution as recognized by the U.S. Department of Education, or students without a conferred degree must have successfully completed at least 90 quarter or 60 semester credits of college-level coursework with a grade of C or higher in each course that will be transferred. Graduates from the following Associate's or Bachelor's degree programs will not be required to complete additional lower level pre-requisite coursework in order to progress through their degree:

- Corrections
- Criminal Justice
- Emergency Management
- Justice Administration
- Justice Management
- Law Enforcement
- Public Safety
- Law Enforcement Academic Certificate and Law Enforcement Skills Certificate programs offered by Rasmussen University

Prospective students who are graduates of programs other than those identified above, or students who are transferring in at least 90 quarter credits or 60 semester credits, will have their transcripts evaluated on a course-by-course basis to determine whether lower level pre-requisite coursework has been completed for the program. Students who have not completed, with a grade of C or higher, the following courses, will be required to complete them through the progression of their program in order to graduate. The lower level pre-requisite courses that may be required to be completed are: Introduction to Criminal Justice, and either Criminal Law and Procedures: Crime and the Courtroom or Applied Criminal Procedures.

GENERAL EDUCATION COURSES

Upper Division

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

See page 90 for General Education Course Selections.

CORE COURSES

Upper Division

CCJ 3362	Communication Strategies for Criminal Justice Professionals	5
CCJ 3500	Applied Criminology	4
CCJ 3667	Victims in Criminal Justice	4
CCJ 3695	Diversity and Special Populations in Criminal Justice	4
CCJ 3700	Research Methods in Criminal Justice	4
CCJ 4015	Values-Based Leadership in Criminal Justice	4
CCJ 4450	Criminal Justice Leadership and Management	4
CCJ 4461	Evidence-Based Practices in Criminal Justice	4
CCJ 4528	Fundamentals of CJ Supervision: What CJ Leaders Need to Know	4
CCJ 4542	Criminal Justice Seminar	5
CCJ 4617	Mental Health and Substance Abuse in Criminal Justice	4
CCJ 4931	Critical Issues in Criminal Justice	4
CJC 4600	Advanced Correctional Practices	4
CJE 4444	Crime Prevention	4
CJL 3297	Constitutional Law	4

Transferred Lower-Division Credits	90
Upper-Division General Education Credits	28
Upper-Division Core Credits	62
Total Bachelor's Degree Credits	180

*Flex Choice Credit by Assessment available; see page 162 for details.

This program is not designed to meet the educational requirements for professional licensure or certification in any state. For example, this program does not meet the standards established by the Minnesota Peace Officer Standards and Training (POST) Board for persons who seek employment as a peace officer in Minnesota. 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 must successfully pass a background check through Rasmussen University's chosen third-party vendor.

This program is offered online in Illinois.

Law Enforcement | ASSOCIATE'S DEGREE

Flex Choice Credit by Assessment 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 Licensing Exam.

ACCEPTANCE REQUIREMENTS

Eligibility for admission to the Law Enforcement programs requires completion of the following steps:

1. Applicants must achieve a score on the University Entrance Placement examination acceptable for admission into the University at a level that does not require Developmental Education coursework. Alternatively, the applicant must provide a college transcript indicating a grade of C or higher in college-level English and/or Mathematics.
2. Applicant and Admissions Advisor to complete the following:
 - a. Information session
 - b. Certified driving record documentation
 - c. Criminal history record documentation
 - d. Two-page written autobiography
 - e. Health physical
 - f. Psychological evaluation
3. Once the applicant file is complete, the Admissions Advisor may schedule a face-to-face interview between the applicant and Program Coordinator/Director. Applicants must then:
 - a. Complete an application.
 - b. Provide official college transcripts. Official transcripts must be received by the University no later than the sixth business day of the first quarter of enrollment in the Law Enforcement Academic Certificate and Law Enforcement Skills Certificate.
 - c. Successfully complete and pass a criminal background check and also submit to a Minnesota Bureau of Criminal Apprehension background check.
 - d. Complete any additional program-specific requirements 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 written communication from the University. Applicants must also attend programmatic orientation as well as general orientation or risk being removed from the cohort.

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) ⁺	8
PSY 1012 General Psychology ⁺	
SYG 1000 Introduction to Sociology	

See page 90 for General Education Course Selections.

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 1775	Special Populations: Law Enforcement Response	4
CJE 2422	Communication and Problem-Solving in Law Enforcement	4
CJE 2566	Ethics and Psychology for Law Enforcement Professionals	3
CJE 2990	Capstone for Law Enforcement	2
CJE 2172	Juvenile Justice: Delinquency, Dependency, and Diversion	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
CJL 1381	Criminal Law and Procedures: Crime and the Courtroom	4

General Education Credits	32
Core Credits	58
Total Associate's Degree Credits	90

⁺Flex Choice Credit by Assessment available; see page 162 for details.

This program is not available to students with addresses in states classified as "Undetermined" in the professional licensure disclosure below.

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 the educational 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 Peace Officer Licensing Exam. Some of this training cannot be completed online.

The Law Enforcement Associate's Degree, Law Enforcement Skills Certificate, and Law Enforcement Academic Certificate are residential programs designed to meet the educational standards of MN POST and lead to careers in Minnesota. While these programs are only offered by Minnesota campuses (with residential training only offered by the Eagan, MN campus), determinations regarding professional licensure have been made for other states as displayed below. "Meets" means that the programs meet or exceed the educational requirements for state professional licensure. "Does Not Meet" means that the programs do not meet the educational requirements for state professional licensure. "Undetermined" means that no determination has been made as to whether the programs meet the educational requirements for state professional licensure. Other licensure eligibility requirements may apply; please verify your eligibility against applicable rules, which may change at any time. As requirements may vary between federal, state, and local law enforcement agencies, it is important to consult the specific requirements of any agency at which employment may later be sought.

- **Meets:** MN, ND*, SD*
- **Does Not Meet:** IA**, WI**
- **Undetermined:** AK, AL, American Samoa, AR, AZ, CA, CO, CT, DE, FL, GA, Guam, HI, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MO, MS, MT, NC, NE, NH, NJ, NM, Northern Marianas Islands, NV, NY, OH, OK, OR, PA, Puerto Rico, RI, SC, TN, TX, U.S. Virgin Islands, UT, VA, VT, WA, WV, WY, federal agencies

*The programs meet or exceed the educational requirements of most law enforcement employers in this state, but additional training at a state-approved academy is required, after hire, to become licensed or certified. Licensure or certification as a law enforcement officer in another jurisdiction may be accepted to satisfy all or part of the state-approved academy requirements but may not satisfy examination or other requirements.

**The programs meet or exceed the educational requirements of most law enforcement employers in this state, but additional training at a state-approved academy is required, after hire, to become licensed or certified.

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 eligibility requirements, students must provide the Rasmussen University 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 Peace Officer Licensing Exam.

In addition to meeting all other admissions requirements, applicants must successfully pass a background check through Rasmussen University's chosen third-party vendor 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 Peace Officer licensing exam.

ACCEPTANCE 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 Admissions Advisor and complete a Rasmussen University placement test as part of the admissions process.

Eligibility for admission to the Law Enforcement programs requires completion of the following steps:

1. Applicants must achieve a score on the University Entrance Placement examination acceptable for admission into the University at a level that does not require Developmental Education coursework. Alternatively, the applicant must provide a college transcript indicating a grade of C or higher in college-level English and/or Mathematics.
2. Applicant and Admissions Advisor to complete the following:
 - a. Information session
 - b. Certified driving record documentation
 - c. Criminal history record documentation
 - d. Two-page written autobiography
 - e. Health physical
 - f. Psychological evaluation
3. Once the applicant file is complete, the Admissions Advisor may schedule a face-to-face interview between the applicant and Program Coordinator/Director. Applicants must then:
 - a. Complete an application.
 - b. Provide official college transcripts. Official transcripts must be received by the University no later than the sixth business day of the first quarter of enrollment in the Law Enforcement Academic Certificate and Law Enforcement Skills Certificate.
 - c. Successfully complete and pass a criminal background check and also submit to a Minnesota Bureau of Criminal Apprehension background check.
 - d. Complete any additional program-specific requirements 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 written communication from the University. Applicants must also attend programmatic orientation as well as general orientation or risk being removed from the cohort.

CORE COURSES

Lower Division

CCJ 1000	Introduction to Criminal Justice	4
CCJ 2685	Domestic Violence	4
CJE 1006	Policing in America	4
CJE 1775	Special Populations: Law Enforcement Response	4
CJE 2172	Juvenile Justice: Delinquency, Dependency, and Diversion	4
CJE 2422	Communication and Problem-Solving in Law Enforcement	4
CJE 2566	Ethics and Psychology for Law Enforcement Professionals	3
CJK 2640	Minnesota Traffic Code	2
CJK 2724	Minnesota Criminal Code	2
CJL 1381	Criminal Law and Procedures: Crime and the Courtroom	4

Core Credits 35

Total Certificate Credits 35

This program is not available to students with addresses in states classified as "Undetermined" in the professional licensure disclosure below.

The Law Enforcement Academic Certificate is only offered in Minnesota.

Professional Peace Officer Education (PPOE): This program meets the educational 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 Peace Officer Licensing Exam. Some of this training cannot be completed online.

The Law Enforcement Associate's Degree, Law Enforcement Skills Certificate, and Law Enforcement Academic Certificate are residential programs designed to meet the educational standards of MN POST and lead to careers in Minnesota. While these programs are only offered by Minnesota campuses (with residential training only offered by the Eagan, MN campus), determinations regarding professional licensure have been made for other states as displayed below. "Meets" means that the programs meet or exceed the educational requirements for state professional licensure. "Does Not Meet" means that the programs do not meet the educational requirements for state professional licensure. "Undetermined" means that no determination has been made as to whether the programs meet the educational requirements for state professional licensure. Other licensure eligibility requirements may apply; please verify your eligibility against applicable rules, which may change at any time. As requirements may vary between federal, state, and local law enforcement agencies, it is important to consult the specific requirements of any agency at which employment may later be sought.

- **Meets:** MN, ND*, SD*
- **Does Not Meet:** IA**, WI**
- **Undetermined:** AK, AL, American Samoa, AR, AZ, CA, CO, CT, DC, DE, FL, GA, Guam, HI, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MO, MS, MT, NC, NE, NH, NJ, NM, Northern Marianas Islands, NV, NY, OH, OK, OR, PA, Puerto Rico, RI, SC, TN, TX, U.S. Virgin Islands, UT, VA, VT, WA, WV, WY, federal agencies

* The programs meet or exceed the educational requirements of most law enforcement employers in this state, but additional training at a state-approved academy is required, after hire, to become licensed or certified. Licensure or certification as a law enforcement officer in another jurisdiction may be accepted to satisfy all or part of the state-approved academy requirements, but may not satisfy examination or other requirements.

** The programs meet or exceed the educational requirements of most law enforcement employers in this state, but additional training at a state-approved academy is required, after hire, to become licensed or certified.

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 eligibility requirements, students must provide the Rasmussen University 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 Peace Officer Licensing exam.

In addition to meeting all other admissions requirements, applicants must successfully pass a background check through Rasmussen University's chosen third-party vendor 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 Peace Officer licensing exam.

ACCEPTANCE 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:

1. 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 University from the MN POST Board.
2. Deemed eligible to begin the Skills portion of a Law Enforcement training program at a fellow certified MN POST approved institution that currently has an Articulation Agreement with Rasmussen University's Law Enforcement program are also eligible for admission upon receipt of a current signed verification letter from that school's PPOE Program Coordinator that the student is indeed eligible to begin the Skills component.

Applicants are required to meet all admission requirements for the Law Enforcement programs.

Eligibility for admission to the Law Enforcement programs requires completion of the following steps:

1. Applicants must achieve a score on the University Entrance Placement examination acceptable for admission into the University at a level that does not require Developmental Education coursework. Alternatively, the applicant must provide a college transcript indicating a grade of C or higher in college-level English and/or Mathematics.
2. Applicant and Admissions Advisor to complete the following:
 - a. Information session
 - b. Certified driving record documentation
 - c. Criminal history record documentation
 - d. Two-page written autobiography
 - e. Health physical
 - f. Psychological evaluation
3. Once the applicant file is complete, the Admissions Advisor may schedule a face-to-face interview between the applicant and Program Coordinator/Director. Applicants must then:
 - a. Complete an application.
 - b. Provide official college transcripts. Official transcripts must be received by the University no later than the sixth business day of the first quarter of enrollment in the Law Enforcement Academic Certificate and Law Enforcement Skills Certificate.
 - c. Successfully complete and pass a criminal background check and also submit to a Minnesota Bureau of Criminal Apprehension background check.
 - d. Complete any additional program-specific requirements 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 written communication from the University. Applicants must also attend programmatic orientation as well as general orientation or risk being removed from the cohort.

CORE COURSES

Lower Division

CJE 2990	Capstone for Law Enforcement	2
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

Total Certificate Credits

24

This program is not available to students with addresses in states classified as "Undetermined" in the professional licensure disclosure below.

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

Professional Peace Officer Education (PPOE): This program meets the educational 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 Peace Officer Licensing Exam. Some of this training cannot be completed online.

The Law Enforcement Associate's Degree, Law Enforcement Skills Certificate, and Law Enforcement Academic Certificate are residential programs designed to meet the educational standards of MN POST and lead to careers in Minnesota. While these programs are only offered by Minnesota campuses (with residential training only offered by the Eagan, MN campus), determinations regarding professional licensure have been made for other states as displayed below. "Meets" means that the programs meet or exceed the educational requirements for state professional licensure. "Does Not Meet" means that the programs do not meet the educational requirements for state professional licensure. "Undetermined" means that no determination has been made as to whether the programs meet the educational requirements for state professional licensure. Other licensure eligibility requirements may apply; please verify your eligibility against applicable rules, which may change at any time. As requirements may vary between federal, state, and local law enforcement agencies, it is important to consult the specific requirements of any agency at which employment may later be sought

• **Meets:** MN, ND*, SD*

• **Does Not Meet:** IA**, WI**

• **Undetermined:** AK, AL, American Samoa, AR, AZ, CA, CO, CT, DC, DE, FL, GA, Guam, HI, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MO, MS, MT, NC, NE, NH, NJ, NM, Northern Marianas Islands, NV, NY, OH, OK, OR, PA, Puerto Rico, RI, SC, TN, TX, U.S. Virgin Islands, UT, VA, VT, WA, WV, WY, federal agencies

* The programs meet or exceed the educational requirements of most law enforcement employers in this state, but additional training at a state-approved academy is required, after hire, to become licensed or certified. Licensure or certification as a law enforcement officer in another jurisdiction may be accepted to satisfy all or part of the state-approved academy requirements, but may not satisfy examination or other requirements.

** The programs meet or exceed the educational requirements of most law enforcement employers in this state, but additional training at a state-approved academy is required, after hire, to become licensed or certified.

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 eligibility requirements, students must provide the Rasmussen University 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 Peace Officer Licensing exam.

In addition to meeting all other admissions requirements, applicants must successfully pass a background check through Rasmussen University's chosen third-party vendor and must also submit to a Minnesota Bureau of Criminal Apprehension background check.

Paralegal | ASSOCIATE'S DEGREE

Flex Choice Credit by Assessment 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

- Paralegal
- Legal Secretary
- Legal Assistant
- Compliance Specialist
- Court Administrative Assistant
- Court Clerk
- File Clerk
- Contract Specialist

OBJECTIVE

Graduates of this program are prepared for various careers within the field of law. They will be able to carry out key paralegal functions and responsibilities encompassing research, writing, communication, legal analysis, office management, and preparation of legal documents on various areas of 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 are able to ethically communicate and interact with professionals and clients on all levels with a forward-thinking, interdisciplinary approach that utilizes emerging technology.

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 2 courses) ⁺		8
Math / Natural Sciences (Select 2 courses) ⁺		8
Social Sciences (Select 2 courses) ⁺		8

See page 90 for General Education Course Selections.

CORE COURSES

Lower Division		
CGS 1240	Computer Applications and Business Systems Concepts ⁺	3
E242	Career Development ⁺	2
PLA 1013	Introduction to Law and the Legal System	4
PLA 1108	Introduction to Legal Research	3
PLA 1305	Criminal Law and Procedure	4
PLA 1330	Legal Ethics	3
PLA 1423	Contracts	4
PLA 2203	Civil Litigation	4
PLA 2273	Torts	4
PLA 2330	Legal Writing	4
PLA 2435	Corporate Law	4
PLA 2620	Property and Estate Planning	4
PLA 2763	Law Office Management	3
PLA 2800	Family Law	4
PLA 2820	Paralegal Associate Capstone	4

General Education Credits	36
Core Credits	54
Total Associate's Degree Credits	90

⁺**Flex Choice Credit by Assessment available; see page 162 for details.**

This program is not designed to prepare graduates for any professional certifications or state-issued licenses.

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 University 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 must successfully pass a background check through Rasmussen University's chosen third-party vendor.

This program is offered online in Illinois.

Paralegal | CERTIFICATE

11-Week Quarters (5.5-Week Terms)

CAREER OPPORTUNITIES

- Paralegal
- Legal Secretary
- Legal Assistant
- Compliance Officer
- Court Administrative Assistant
- Court Clerk
- File Clerk
- Contract Specialist

OBJECTIVE

Graduates of this program are prepared for various careers within the field of law. They will be able to carry out key paralegal functions and responsibilities encompassing research, writing, communication, legal analysis, office management, and preparation of legal documents on various areas of 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 are able to ethically communicate and interact with professionals and clients on all levels with a forward-thinking, interdisciplinary approach that utilizes emerging technology.

ACCEPTANCE REQUIREMENTS

Admission into the Paralegal Certificate program requires candidates to have earned an associate's degree or higher from an accredited institution of higher learning as recognized by the U.S. Department of Education or the Council on Higher Education Accreditation (CHEA).

To be deemed eligible for consideration for admission, entrants must provide an official or unofficial transcript from the institution that awarded the degree for transcript evaluation. Official transcripts must be received by the University no later than the sixth business day of the first quarter of enrollment in the Paralegal Certificate program in order to be accepted into the program.

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.

CORE COURSES

Lower Division

PLA 1013	Introduction to Law and the Legal System	4
PLA 1108	Introduction to Legal Research	3
PLA 1305	Criminal Law and Procedure	4
PLA 1330	Legal Ethics	3
PLA 2203	Civil Litigation	4
PLA 2330	Legal Writing	4
PLA 2763	Law Office Management	3
PLA 2800	Family Law	4
PLA 2820	Paralegal Associate Capstone	4

Total Certificate Credits **33**

This program is not designed to prepare graduates for any professional certifications or state-issued licenses.

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 University 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 must successfully pass a background check through Rasmussen University's chosen third-party vendor.

This program is offered online in Illinois.

Practical Nursing | DIPLOMA

Flex Choice Credit by Assessment Available | 11-Week Quarters (5.5-Week Terms)

CAREER OPPORTUNITIES IN

- Hospitals
 - Long-Term Care Facilities
 - Assisted Living Centers
 - Rehabilitation Centers
- Outpatient/Ambulatory Care Centers
 - Home Health Care Services
 - Clinics
 - Physician's Offices

OBJECTIVE

The Practical Nursing Program at Rasmussen University prepares graduates to provide safe, ethical, holistic, and compassionate client-centered care for diverse individuals. Integrated authentic learning experiences include the application of knowledge within the appropriate scope of practice. Students experience innovative curriculum which promotes lifelong learning through seamless academic progression, engaging care of self, and developing a spirit of inquiry. The contemporary, outcomes-based, ladder curriculum framework aligns to the Quality and Safety Education for Nursing (QSEN) Competencies and the National League for Nursing (NLN) Education Competencies. Graduates are academically prepared for the National Council of State Boards of Nursing NCLEX-PN® examination.

ACCEPTANCE REQUIREMENTS

Entrants 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. In addition to the Application, Enrollment and Acceptance Requirements, entrants who have successfully completed the School of Nursing Entrance Exam must complete the following programmatic specific Acceptance Requirements:
 - Health physical and proof of immunizations in accordance with the School of Nursing Student Handbook
 - Criminal background screening
 - The entrant will be required to have current Basic Life Saving and Cardiopulmonary Resuscitation Certification with Defibrillator. A valid certification is defined in the School of Nursing Handbook.
 - Accepted entrants must complete 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 written communication from the University confirming acceptance once all acceptance requirements have been met.

GENERAL EDUCATION COURSES

Lower Division

English Composition (Required course)		4
ENC 1101	English Composition ⁺	
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 1055	Introduction to Nursing	4
PRN 1032	Client-Centered Care I	5
PRN 1150	Practical Nursing Skills I	2
PRN 1178	Client-Centered Care II	5
PRN 1253	Principles of Gerontological Nursing	3
PRN 1381	Principles of Pharmacology	3
PRN 1409	Client-Centered Care III	5
PRN 1562	Principles of Mental Health Nursing	4
PRN 1664	Practical Nursing Skills II	1
PRN 1725	Client-Centered Care IV	5
PRN 1831	Principles of Maternal-Child Health Nursing	4
PRN 1993	Practical Nursing Diploma Capstone	3

General Education Credits	12
Major and Core Credits	44
Total Diploma Credits	56

⁺Flex Choice Credit by Assessment available; see page 162 for details.

The Practical Nursing Diploma is only offered at the Fort Myers, Central 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 is a residential program designed to meet the educational requirement to apply for licensure as a Licensed Practical Nurse (LPN) in Florida and Minnesota. While this program is only offered at select campuses in those states, it has been determined that this program meets the educational requirements for licensure as an LPN or equivalent in additional states as displayed below. "Meets" means that the program meets the educational requirements for professional licensure. "Does Not Meet" means that the program does not meet the educational requirements for professional licensure. "Undetermined" means that Rasmussen was unable to determine, after reasonable efforts, whether the program meets the educational requirements for professional licensure. Other licensure eligibility requirements may apply; please verify your eligibility against applicable rules, which may change at any time.

- **Meets:** AK*, AL, AR, AZ, CO, DE, FL, GA, Guam, HI, IA, ID, IL, IN, KS, KY, LA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, Northern Marianas Islands, NV, NY, OH, OK, OR, RI, SC, SD, TX, UT*, U.S. Virgin Islands, VT*, WA, WI, WV*, WY
- **Does Not Meet:** CA, CT, DC, MA, PA, TN, VA
- **Undetermined:** American Samoa, Puerto Rico

^{**}"Meets" only if the program at your campus is programmatically accredited.

To graduate from 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 University admissions requirements. Please see the application procedures for this program under Academic Information and University Policies.

In addition to meeting all other admissions requirements, Minnesota applicants (except those enrolled through Moorhead) must successfully pass a background check through the Minnesota Department of Human Services. In addition to meeting all other admissions requirements, applicants enrolled through the Moorhead, MN, campus must successfully pass two background checks: one through Rasmussen University's chosen third-party vendor, and one through the Minnesota Department of Human Services. In addition to meeting all other admissions requirements, Florida applicants must successfully pass two background checks – one through Rasmussen University's chosen third-party vendor, and one meeting the Florida statutory definition of a Level 2 background check.

The practical nursing program at Rasmussen University at the:

- Brooklyn Park/Maple Grove campus, located in Brooklyn Park, Minnesota, is accredited by the ACEN. The most recent accreditation decision made by the ACEN Board of Commissioners for this practical nursing program is Initial Accreditation.
- Eagan campus, located in Eagan, Minnesota, is accredited by the ACEN. The most recent accreditation decision made by the ACEN Board of Commissioners for this practical nursing program is Initial Accreditation.
- Central Pasco campus, located in Odessa, Florida, is accredited by the ACEN. The most recent accreditation decision made by the ACEN Board of Commissioners for this practical nursing program is Initial Accreditation.
- Mankato campus, located in Mankato, Minnesota, is accredited by the ACEN. The most recent accreditation decision made by the ACEN Board of Commissioners for this practical nursing program is Initial Accreditation.
- Moorhead campus, located in Moorhead, Minnesota, is accredited by the ACEN. The most recent accreditation decision made by the ACEN Board of Commissioners for this practical nursing program is Initial Accreditation.
- St. Cloud campus, located in St. Cloud, Minnesota, is accredited by the ACEN. The most recent accreditation decision made by the ACEN Board of Commissioners for this practical nursing program is Initial Accreditation.

Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326, 404-975-5000

View the public information disclosed by the ACEN regarding this program at <http://www.acenursing.us/accreditedprograms/programSearch.htm>

Professional Nursing | ASSOCIATE'S DEGREE

Flex Choice Credit by Assessment 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 IN

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

OBJECTIVE

The objective of this program is to provide the knowledge, clinical skills, nursing values, 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 have met the educational prerequisites to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN®).

ACCEPTANCE REQUIREMENTS

Entrants 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. In addition to the Application, Enrollment and Acceptance Requirements, entrants who have successfully completed the School of Nursing Entrance Exam must complete the following programmatic specific Acceptance Requirements:
 - Health physical and proof of immunizations in accordance with the School of Nursing Student Handbook.
 - Criminal background screening.
 - The entrant will be required to have current Basic Life Saving and Cardiopulmonary Resuscitation Certification with Defibrillator. A valid certification is defined in the School of Nursing Handbook.
 - Accepted entrants must complete 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 written communication from the University confirming acceptance once all acceptance requirements have been met.

GENERAL EDUCATION COURSES

Lower Division		
English Composition (Required course)		4
ENC 1101	English Composition ⁺	
Humanities (Select 1 course) ⁺		4
Mathematics (Required course)		4
MAT 1222	Algebra ⁺	
Natural Sciences (Required courses)		22
BSC 2346	Human Anatomy and Physiology I	
BSC 2347	Human Anatomy and Physiology II	
CHM 1100C	General Chemistry	
HUN 2000	Human Nutrition	
MCB 2340C	General Microbiology	
Social Sciences (Required courses)		8
DEP 2004	Human Growth and Development	
PSY 1012	General Psychology ⁺	

See page 90 for General Education Course Selections.

CORE COURSES

Lower Division		
NUR 1055	Introduction to Nursing	4
NUR 2063	Essentials of Pathophysiology	3
NUR 2180	Physical Assessment	3
NUR 2214	Nursing Care of the Older Adult	3
NUR 2243	Professional Nursing Skills I	3
NUR 2356	Multidimensional Care I	5
NUR 2392	Multidimensional Care II	6
NUR 2459	Mental and Behavioral Health Nursing	4
NUR 2474	Pharmacology for Professional Nursing	4
NUR 2502	Multidimensional Care III	6
NUR 2513	Maternal-Child Nursing	4
NUR 2648	Professional Nursing Skills II	2
NUR 2755	Multidimensional Care IV	6
NUR 2832	Leadership and Professional Identity	4
NUR 2989	Associate Degree in Nursing Capstone	3

General Education Credits	42
Core Credits	60
Total Associate's Degree Credits	102

⁺Flex Choice Credit by Assessment available; see page 162 for details.

LPN-RN BRIDGE

Students who hold a current unencumbered practical nursing license (LPN/LVN) will receive credit for NUR 1055 Introduction to Nursing (4 credits), NUR 2243 Professional Nursing Skills I (3 credits), and NUR 2356 Multidimensional Care I (5 credits) in the Professional Nursing Associate's 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 42 credits in successfully completed applicable General Education coursework. Graduates of the Rasmussen University Practical Nursing Diploma program will receive credit for HUN 2000 Human Nutrition, ENC 1101 English Composition, and MAT 1222 Algebra courses the student completed in the Practical Nursing Diploma program (for a total of 12 fulfilled credits). Students must successfully complete all remaining coursework in the Professional Nursing Associate's Degree program to earn this degree.

The Professional Nursing Associate's Degree is only offered at the Fort Myers, Central Pasco, Ocala School of Nursing, Orlando*, and Tampa/Brandon campuses in Florida; the Overland Park and Topeka* campuses in Kansas; the Blaine*, Bloomington, Lake Elmo / Woodbury*, Mankato, Moorhead, and St. Cloud campuses in Minnesota; and the Green Bay and Wausau campuses in Wisconsin. The Professional Nursing Associate's Degree is not offered in North Dakota. (*The Orlando, FL, campus is an off-campus instructional site of the Ocala, FL, program; the Topeka, KS, campus is an off-campus instructional site of the Overland Park, KS, program; and the Blaine, MN, and Lake Elmo / Woodbury campuses are off-campus instructional sites of the Bloomington, MN, program)

The Professional Nursing Associate's Degree is a residential program designed to meet the educational requirement to apply for licensure as a Registered Nurse (RN) in Florida, Kansas, Illinois, Minnesota, and Wisconsin. While this program is only offered at select campuses in those states, it has been determined that this program meets the educational requirements for licensure as an RN in additional states as displayed below. "Meets" means that the program meets the educational requirements for professional licensure. "Does Not Meet" means that the program does not meet the educational requirements for professional licensure. "Undetermined" means that Rasmussen was unable to determine, after reasonable efforts, whether the program meets the educational requirements for professional licensure. Other licensure eligibility requirements may apply; please verify your eligibility against applicable rules, which may change at any time.

- **Meets:** AK*, AL, AR, AZ, CO, CT, DE, FL, GA, Guam, HI, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, Northern Marianas Islands, NV, NY, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT*, U.S. Virgin Islands, VA, VT*, WA, WI, WV*, WY
- **Does Not Meet:** CA, DC
- **Undetermined:** American Samoa, Puerto Rico

* "Meets" only if the program at your campus is programmatically accredited.

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

To graduate from 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 learning experiences.

In addition to meeting all other admissions requirements, Kansas and Wisconsin applicants must successfully pass a background check through Rasmussen University's chosen third-party vendor. In addition to meeting all other admissions requirements, Florida applicants must successfully pass two background checks—one through Rasmussen University's chosen third-party vendor, and one meeting the Florida statutory definition of a Level 2 background check. In addition to meeting all other admissions requirements, Minnesota applicants enrolled through Mankato and St. Cloud must successfully pass a background check through the Minnesota Department of Human Services. In addition to meeting all other admissions requirements, Minnesota applicants enrolled through Blaine, Bloomington, Lake Elmo / Woodbury, and Moorhead must successfully pass two background checks—one through Rasmussen University's chosen third-party vendor, and one through the Minnesota Department of Human Services.

The associate nursing program at Rasmussen University at the:

- Bloomington campus (with off-campus instructional sites in Blaine and Lake Elmo / Woodbury), located in Bloomington, Minnesota, is accredited by the ACEN. The most recent accreditation decision made by the ACEN Board of Commissioners for this associate nursing program is Initial Accreditation.
- Fort Myers campus, located in Fort Myers, Florida, is accredited by the ACEN. The most recent accreditation decision made by the ACEN Board of Commissioners for this associate nursing program is Initial Accreditation.
- Green Bay campus, located in Green Bay, Wisconsin, is accredited by the ACEN. The most recent accreditation decision made by the ACEN Board of Commissioners for this associate nursing program is Initial Accreditation.
- Mankato campus, located in Mankato, Minnesota, is accredited by the ACEN. The most recent accreditation decision made by the ACEN Board of Commissioners for this associate nursing program is Initial Accreditation.
- Moorhead campus, located in Moorhead, Minnesota, is accredited by the ACEN. The most recent accreditation decision made by the ACEN Board of Commissioners for this associate nursing program is Initial Accreditation.
- Central Pasco campus, located in Odessa, Florida, is accredited by the ACEN. The most recent accreditation decision made by the ACEN Board of Commissioners for this associate nursing program is Initial Accreditation.
- Ocala campus (with an off-campus instructional site in Orlando), located in Ocala, Florida, is accredited by the ACEN. The most recent accreditation decision made by the ACEN Board of Commissioners for this associate nursing program is Continuing Accreditation.
- Overland Park campus (with an off-campus instructional site in Topeka), located in Overland Park, Kansas, is accredited by the ACEN. The most recent accreditation decision made by the ACEN Board of Commissioners for this associate nursing program is Initial Accreditation.
- St. Cloud campus, located in St. Cloud, Minnesota, is accredited by the ACEN. The most recent accreditation decision made by the ACEN Board of Commissioners for this associate nursing program is Initial Accreditation.
- Tampa/Brandon campus, located in Tampa, Florida, is accredited by the ACEN. The most recent accreditation decision made by the ACEN Board of Commissioners for this associate nursing program is Initial Accreditation.
- Wausau campus, located in Wausau, Wisconsin, is accredited by the ACEN. The most recent accreditation decision made by the ACEN Board of Commissioners for this associate nursing program is Initial Accreditation.

Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326, 404-975-5000

View the public information disclosed by the ACEN regarding these programs at <http://www.acenursing.us/accreditedprograms/programSearch.htm>

Professional Nursing | ASSOCIATE'S DEGREE

Flex Choice Credit by Assessment Available | 11-Week Quarters (5.5-Week Terms)

THIS PROGRAM VERSION IS ONLY AVAILABLE IN ILLINOIS

Associate of Applied Science Degree

CAREER OPPORTUNITIES IN

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

OBJECTIVE

The objective of this program is to provide the knowledge, clinical skills, nursing values, 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 have met the educational prerequisites to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN®).

ACCEPTANCE REQUIREMENTS

Entrants must complete the following steps in order to be deemed eligible for admission:

- 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.
- In addition to the Application, Enrollment and Acceptance Requirements, entrants who have successfully completed the School of Nursing Entrance Exam must complete the following programmatic specific Acceptance Requirements:
 - Health physical and proof of immunizations in accordance with the School of Nursing Undergraduate Student Handbook
 - Criminal background screening
 - The entrant will be required to have current Basic Life Saving and Cardiopulmonary Resuscitation Certification with Defibrillator. A valid certification is defined in the School of Nursing Undergraduate Student Handbook.
 - Accepted entrants must complete 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 written communication from the University confirming acceptance once all acceptance requirements have been met.

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 ⁺	

See page 90 for General Education Course Selections.

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 2888	Role, Scope, Quality, and Leadership in Professional Nursing	4
NUR 2944	Professional Nursing Capstone	2

General Education Credits 47

Core Credits 56

Total Associate's Degree Credits 103

*Flex Choice Credit by Assessment available; see page 162 for details.

Effective July 28, 2020, the associate nursing program at Rasmussen University at the Romeoville campus (with off-campus instructional sites in Aurora, Mokena, and Rockford) in Illinois is a candidate for initial accreditation by the Accreditation Commission for Education in Nursing. This candidacy status expires on July 28, 2022.

Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326, (404) 975-500. View the public information disclosed by the ACEN regarding this candidate program at <http://www.acenursing.us/candidates/candidacy.asp>.

The Professional Nursing Associate's Degree is only offered at the Aurora/Naperville, Mokena / Tinley Park, Rockford, and Romeoville/Joliet campuses in Illinois.

The Professional Nursing Associate's Degree is a residential program designed to meet the educational requirement to apply for licensure as a Registered Nurse (RN) in Florida, Kansas, Illinois, Minnesota, and Wisconsin. While this program is only offered at select campuses in those states, it has been determined that this program meets the educational requirements for licensure as an RN in additional states as displayed below. "Meets" means that the program meets the educational requirements for professional licensure. "Does Not Meet" means that the program does not meet the educational requirements for professional licensure. "Undetermined" means that Rasmussen was unable to determine, after reasonable efforts, whether the program meets the educational requirements for professional licensure. Other licensure eligibility requirements may apply; please verify your eligibility against applicable rules, which may change at any time.

- **Meets:** AK*, AL, AR, AZ, CO, CT, DE, FL, GA, Guam, HI, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, Northern Marianas Islands, NV, NY, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT*, U.S. Virgin Islands, VA, VT*, WA, WI, WV*, WY
- **Does Not Meet:** CA, DC
- **Undetermined:** American Samoa, Puerto Rico

*"Meets" only if the program at your campus is programmatically accredited.

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

To graduate from 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 learning experiences.

In addition to meeting all other admissions requirements, Illinois applicants must successfully pass a background check through Rasmussen University's chosen third-party vendor.

LPN-RN BRIDGE

Students who hold a current unencumbered practical nursing license (LPN/LVN) 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 Associate's 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 University Practical Nursing Diploma program will receive credit for NUR 1172 Nutritional Principles in Nursing, PHA 1500 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 Diploma program (for a total of 20 fulfilled credits). Students must successfully complete all remaining coursework in the Professional Nursing Associate's Degree program to earn this degree.

Bachelor of Science in Nursing | RN to BSN

Flex Choice Competency-Based Education Program | 11-Week Quarters (5.5-Week Terms)

Bachelor of Science Degree

CAREER OPPORTUNITIES IN

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

OBJECTIVE

This program prepares the graduate as a nurse adhering to the American Nurses Association (ANA) Scope and Standards of Practice and Code of Ethics. Students develop a professional identity as advocates, leaders, and innovators grounded in a sense of inquiry and commitment to lifelong learning. Knowledge provided by a liberal education, integrated with nursing principles, serves as a foundation for the development of clinical reasoning, scaffolding into the application of clinical judgment and evidence-based practice. Graduates are prepared to collaborate with interprofessional teams and promote excellence through cost-effective, accessible, multidimensional care in a rapidly changing, multicultural, global environment. Emphasis is placed on the promotion, maintenance, and restoration of health as graduates prepare to practice among communities of interest. The innovative, outcomes-based, ladder curricular framework aligns with the Quality and Safety Education for Nursing (QSEN) Competencies, National League for Nursing (NLN) Education Competencies, and American Association of Colleges of Nursing's (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice. The program is differentiated by relevant, contemporary curricular design and innovative courses, including the choice of nursing electives.

ACCEPTANCE REQUIREMENTS

- Applicants must hold a current unencumbered Registered Nurse (RN) license issued by a board of nursing in the U.S.
- Applicants to this program are exempt from the Entrance Placement Exam requirements.
- Students are required to provide their official transcript from the institution that conferred their associate's degree in nursing no later than the Friday of the 13th week of their enrollment, or they may be administratively withdrawn from the University.
- Applicants with prior college credits will receive a transcript evaluation during the admissions process.
- Applicants will receive written communication from the University confirming acceptance once all admissions requirements have been met, including attendance at programmatic orientation.
- Accepted applicants must complete the Rasmussen University online orientation.
- Additional program-specific requirements may be specified at the time of enrollment.
- Students are required to provide their official transcript from the institution that conferred their associate's degree in nursing no later than the Friday of the 13th week of their enrollment, or they may be administratively withdrawn from the University.

Credit Articulation: Applicants for the Rasmussen University RN to BSN program may be awarded up to a maximum of 110 lower-level proficiency transfer credits.

- Applicants who have successfully completed an Associate's Degree in Nursing, and who satisfy all program admission requirements will be awarded an articulation transfer equivalent to 102 lower-level credits toward this program. An additional eight (8) lower-level General Education elective credits may be awarded when additional coursework was completed that was not part of the conferred Associate's degree in Nursing.
- Applicants without an Associate's degree in Nursing who satisfy all program admission requirements, will be awarded an articulation transfer of 63 credits in transfer to this program based on licensure. In addition, up to 47 additional transfer credits may be awarded for successfully completed applicable lower-division General Education coursework;
 - if incoming lower-division General Education credits total fewer than 47 credits, up to 8 credits will be required to be completed through Credit by Assessment (CbA) options from a designated course pool;
 - lower-division General Education credits not transferred must be completed either prior to enrolling or during the first 18 months of enrollment.

The following Credit by Assessment (CbA) options reflect the designated course pool to select from to fulfill the 8-credit requirement. These must be completed no later than 18 months from starting the program and prior to completing the last faculty-led course in the program:

- ART 1204 Art Appreciation (Humanities)
- COM 1002 Introduction to Communication (Communications)
- COM 1388 Communicating in your Profession (Communications)
- ECO 1000 Principles of Economics
- HUM 2023 Humanities (Humanities)
- PHI 1520 Ethics Around the Globe (Humanities)
- PHI 2103 Introduction to Critical Thinking (Humanities)
- SSE 1250 Multiculturalism and Diversity (Social Sciences)

Applicants without an Associate's Degree in Nursing are required to have previously completed all of the General Education course requirements that align to the Professional Nursing Associate's Degree program offered in Florida. Applicants who have not completed all of these requirements are not eligible to enroll in this program. Up to 24 additional upper-level proficiency transfer credits may be awarded applicable to upper-level General Education course requirements. A maximum of 134 transfer credits may be awarded for this program. A student must achieve a documented total of 180 credits (110 Lower Division and 70 Upper Division) in order to graduate from the BSN program.

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

See page 90 for General Education Course Selections.

CORE COURSES

Upper Division

NUR 3306	Integration of Genetics and Genomics into Ethical Nursing Practice	4
NUR 3472	Emerging Healthcare Technologies and Innovation	4
NUR 3561	Practice Excellence Through Innovation	2
NUR 3643	Research and Theory	5
NUR 4153	Clinical Reasoning and Clinical Judgement	5
NUR 4244	Public Health Nursing	5
NUR 4327	Influence of Policy, Finance, and Law on Healthcare	4
NUR 4590	Professional Identity of the Nurse Leader	5
NUR 4681	Global Health	4
NUR 4922	Bachelor of Science in Nursing Capstone	4

Upper-Division Nursing Elective (Select 1 course)

NUR 3738	Integrative Nursing	4
NUR 3894	Contemporary Issues in Nursing	4
NUR 3907	Scholarly Communication in Nursing	4

Transferred Lower-Division Credits 102

Unrestricted General Education Electives 8

Upper-Division General Education Credits 24

Upper-Division Core Credits 46

Total Bachelor's Degree Credits 180

All courses within this program are competency-based education (CBE) courses

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

The RN to BSN is a post-RN licensure program and is not designed to prepare graduates for any advanced practice or other state-issued nursing license.

The Bachelor of Science in Nursing Degree at Rasmussen University is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791

This program is offered online in Illinois.

Bachelor of Science in Nursing | STANDARD ENTRANCE ACCELERATED BSN (A-BSN)

Flex Choice Credit by Assessment Available | 11-Week Quarters (5.5-Week Terms)

Bachelor of Science Degree

CAREER OPPORTUNITIES IN

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

OBJECTIVE

This program prepares the graduate as a nurse adhering to the American Nurses Association (ANA) Scope and Standards of Practice and Code of Ethics. Students develop a professional identity as advocates, leaders, and innovators grounded in a sense of inquiry and commitment to lifelong learning. Knowledge provided by a liberal education, integrated with nursing principles, serves as a foundation for the development of clinical reasoning, scaffolding into the application of clinical judgment and evidence-based practice. Graduates are prepared to collaborate with interprofessional teams and promote excellence through cost-effective, accessible, multidimensional care in a rapidly changing, multicultural, global environment. Emphasis is placed on the promotion, maintenance, and restoration of health as graduates prepare to practice among communities of interest. The innovative, outcomes-based, ladder curricular framework aligns with the Quality and Safety Education for Nursing (QSEN) Competencies, National League for Nursing (NLN) Education Competencies, and American Association of Colleges of Nursing's (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice. The program is differentiated by relevant, contemporary curricular design and innovative courses, including the choice of nursing electives. Prelicensure graduates are academically prepared for the National Council of State Boards of Nursing NCLEX-RN® examination. Passing the NCLEX-RN exam is one of the requirements for obtaining licensure as a registered nurse.

ACCEPTANCE REQUIREMENTS

A student is eligible to enroll in the Standard Entrance A-BSN when they have not yet attended university, have taken university courses but do not have a degree, or have an associate's degree only. Entrants must complete the following steps in order to be deemed eligible for admission:

1. Entrants must achieve a total score of 72% or higher on the School of Nursing Entrance Exam for admission to the School of Nursing per the School of Nursing and School of Health Sciences Entrance Exam policy.
2. In addition to the Application, Enrollment and Acceptance Requirements, entrants who have successfully completed the School of Nursing Entrance Exam must complete the following programmatic specific Acceptance Requirements:
 - Health physical and proof of immunizations in accordance with the School of Nursing Student Handbook
 - Criminal background screening
 - Current Basic Life Saving and Cardiopulmonary Resuscitation Certification with Defibrillator. A valid certification is defined in the School of Nursing Handbook.
 - 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 written communication from the University confirming acceptance once all acceptance requirements have been met.

GENERAL EDUCATION COURSES

Lower Division		
English Composition (Required course)		4
ENC 1101	English Composition ⁺	
Communication (Required course)		4
SPC 2017	Oral Communication ⁺	
Humanities (Select 2 courses)		8
Math / Natural Sciences (Required courses)		30
BSC 2346	Human Anatomy and Physiology I	
BSC 2347	Human Anatomy and Physiology II	
DEP 2004	Human Growth and Development	
MAT 1222	Algebra ⁺	
MCB 2340C	General Microbiology	
CHM 1100C	General Chemistry	
HUN 2000	Human Nutrition	
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 course)		4
STA 3215	Inferential Statistics and Analytics	
Social Sciences (Select 2 courses) ⁺		8

See page 90 for General Education Course Selections.

CORE COURSES**Lower Division**

NUR 1055	Introduction to Nursing	4
NUR 2063	Essentials of Pathophysiology	3
NUR 2180	Physical Assessment	3
NUR 2214	Nursing Care of the Older Adult	3
NUR 2243	Professional Nursing Skills I	3
NUR 2356	Multidimensional Care I	5
NUR 2392	Multidimensional Care II	6
NUR 2459	Mental and Behavioral Health Nursing	4
NUR 2474	Pharmacology for Professional Nursing	4
NUR 2502	Multidimensional Care III	6
NUR 2513	Maternal-Child Nursing	4
NUR 2648	Professional Nursing Skills II	2
NUR 2755	Multidimensional Care IV	6

Upper Division

NUR 3306	Integration of Genetics and Genomics into Ethical Nursing Practice	4
NUR 3472	Emerging Healthcare Technologies and Innovation	4
NUR 3643	Research and Theory	5
NUR 4153	Clinical Reasoning and Clinical Judgement	5
NUR 4244	Public Health Nursing	5
NUR 4327	Influence of Policy, Finance, and Law on Healthcare	4
NUR 4590	Professional Identity of the Nurse Leader	5
NUR 4681	Global Health	4
NUR 4756	Transition to Practice	5
NUR 4922	Bachelor of Science in Nursing Capstone	4

Upper Division Nursing Electives (Select 2 courses)

NUR 3738	Integrative Nursing	4
NUR 3894	Contemporary Issues in Nursing	4
NUR 3907	Scholarly Communication in Nursing	4

Lower-Division General Education Credits 50

Upper-Division General Education Credits 24

Lower-Division Major and Core Credits 53

Upper-Division Major and Core Credits 45

Upper-Division Nursing Elective Credits 8

Total Bachelor's Degree Credits 180

*Flex Choice Credit by Assessment available; see page 162 for details.

The Standard Entrance A-BSN entrance option is only available at the Bloomington and Mankato campuses in Minnesota; the Fort Myers, Central Pasco, Ocala School of Nursing, Orlando, and Tampa/Brandon campuses in Florida; and in Kansas, North Dakota, and Wisconsin.

The Standard Entrance A-BSN and Second Degree A-BSN entrance options of the Bachelor of Science in Nursing program (A-BSN options) are designed to meet the educational requirement to apply for licensure as a Registered Nurse (RN) in Florida, Kansas, Minnesota, North Dakota, and Wisconsin. While the A-BSN options are residential and only offered at select campuses in those states, it has been determined that they meet the educational requirements for licensure as an RN in additional states as displayed below. "Meets" means that the A-BSN options meet the educational requirements for professional licensure. "Does Not Meet" means that the A-BSN options do not meet the educational requirements for professional licensure. "Undetermined" means that Rasmussen was unable to determine, after reasonable efforts, whether the A-BSN options meet the educational requirements for professional licensure. Other licensure eligibility requirements may apply; please verify your eligibility against applicable rules, which may change at any time.

- **Meets:** AK*, AL, AR, AZ, CO, CT, DE, FL, GA, Guam, HI, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, Northern Marianas Islands, NV, NY, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT*, U.S. Virgin Islands, VA*, VT, WA, WI, WV*, WY

- **Does Not Meet:** CA, DC

- **Undetermined:** American Samoa, Puerto Rico

* "Meets" only if the program at your campus is programmatically accredited.

In addition to meeting all other admissions requirements, Illinois, Kansas, and Wisconsin applicants must successfully pass a background check through Rasmussen University's chosen third-party vendor. In addition to meeting all other admissions requirements, Florida applicants must successfully pass two background checks: one through Rasmussen University's chosen third-party vendor, and one meeting the Florida statutory definition of a Level 2 background check. In addition to meeting all other admissions requirements, Minnesota applicants must successfully pass a background check through the Minnesota Department of Human Services. In addition to meeting all other admissions requirements, applicants enrolled through the Fargo, ND campus must successfully pass two background checks: one through Rasmussen University's chosen third-party vendor, and one through the Minnesota Department of Human Services.

Upon completion of all General Education course requirements, the student will be eligible to enroll in core Nursing courses.

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.

The Bachelor of Science in Nursing Degree at Rasmussen University is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791

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

This program prepares the graduate as a nurse adhering to the American Nurses Association (ANA) Scope and Standards of Practice and Code of Ethics. Students develop a professional identity as advocates, leaders, and innovators grounded in a sense of inquiry and commitment to lifelong learning. Knowledge provided by a liberal education, integrated with nursing principles, serves as a foundation for the development of clinical reasoning, scaffolding into the application of clinical judgment and evidence-based practice. Graduates are prepared to collaborate with interprofessional teams and promote excellence through cost-effective, accessible, multidimensional care in a rapidly changing, multicultural, global environment. Emphasis is placed on the promotion, maintenance, and restoration of health as graduates prepare to practice among communities of interest. The innovative, outcomes-based, ladder curriculum framework aligns with the Quality and Safety Education for Nursing (QSEN) Competencies, National League for Nursing (NLN) Education Competencies, and American Association of Colleges of Nursing's (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice. The program is differentiated by relevant, contemporary curricular design and innovative courses, including the choice of nursing electives. Prelicensure graduates are academically prepared for the National Council of State Boards of Nursing NCLEX-RN® examination. Passing the NCLEX-RN exam is one of the requirements for obtaining licensure as a registered nurse.

ACCEPTANCE REQUIREMENTS

A student is eligible to enroll in the Second Degree A-BSN when a bachelor's degree has been awarded from a regionally or nationally accredited institution of higher learning as recognized by the Department of Education and the Council on Higher Education (CHEA). Entrants must complete the following steps in order to be deemed eligible for admission:

1. Entrants must achieve a total score of 72% or higher on the School of Nursing Entrance Exam for admission to the School of Nursing per the School of Nursing and School of Health Sciences Entrance Exam policy.
2. In addition to the Application, Enrollment and Acceptance Requirements, entrants who have successfully completed the School of Nursing Entrance Exam must complete the following programmatic specific Acceptance Requirements:
 - Provide official or unofficial transcript from institution that awarded bachelor's degree for transcript evaluation during the admission process. Official transcripts must be received by the University no later than the sixth business day of the first quarter of enrollment.
 - Health physical and proof of immunizations in accordance with the School of Nursing Student Handbook
 - Criminal background screening
 - Current Basic Life Saving and Cardiopulmonary Resuscitation Certification with Defibrillator. A valid certification is defined in the School of Nursing Handbook.
 - The School of Nursing Orientation
 - Any additional program-specific requirements as specified at the time of enrollment
 - 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 re-enrollment into the nursing program through a consultation with the Dean of Nursing.

Entrants will receive written communication from the University confirming acceptance once all acceptance requirements have been met.

CORE COURSES

Lower Division

NUR 1055	Introduction to Nursing	4
NUR 2063	Essentials of Pathophysiology	3
NUR 2180	Physical Assessment	3
NUR 2214	Nursing Care of the Older Adult	3
NUR 2243	Professional Nursing Skills I	3
NUR 2356	Multidimensional Care I	5
NUR 2392	Multidimensional Care II	6
NUR 2459	Mental and Behavioral Health Nursing	4
NUR 2474	Pharmacology for Professional Nursing	4
NUR 2502	Multidimensional Care III	6
NUR 2513	Maternal-Child Nursing	4
NUR 2648	Professional Nursing Skills II	2
NUR 2755	Multidimensional Care IV	6

Upper Division

NUR 3306	Integration of Genetics and Genomics into Ethical Nursing Practice	4
NUR 3472	Emerging Healthcare Technologies and Innovation	4
NUR 3643	Research and Theory	5
NUR 4153	Clinical Reasoning and Clinical Judgement	5
NUR 4244	Public Health Nursing	5
NUR 4327	Influence of Policy, Finance, and Law on Healthcare	4
NUR 4590	Professional Identity of the Nurse Leader	5
NUR 4681	Global Health	4
NUR 4756	Transition to Practice	5
NUR 4922	Bachelor of Science in Nursing Capstone	4

Upper-Division Nursing Electives (Select 2 courses)

NUR 3738	Integrative Nursing	4
NUR 3894	Contemporary Issues in Nursing	4
NUR 3907	Scholarly Communication in Nursing	4

Prior Degree Block Transfer	74
Lower-Division Major and Core Credits	53
Upper-Division Major and Core Credits	45
Upper-Division Nursing Elective Credits	8
Total Bachelor's Degree Credits	180

The Second Degree A-BSN entrance option is only available at the Bloomington and Mankato campuses in Minnesota; the Fort Myers, Central Pasco, Ocala School of Nursing, Orlando, and Tampa/Brandon campuses in Florida; and in Kansas, North Dakota, and Wisconsin.

The Standard Entrance A-BSN and Second Degree A-BSN entrance options of the Bachelor of Science in Nursing program (A-BSN options) are designed to meet the educational requirement to apply for licensure as a Registered Nurse (RN) in Florida, Kansas, Minnesota, North Dakota, and Wisconsin. While the A-BSN options are residential and only offered at select campuses in those states, it has been determined that they meet the educational requirements for licensure as an RN in additional states as displayed below. "Meets" means that the A-BSN options meet the educational requirements for professional licensure. "Does Not Meet" means that the A-BSN options do not meet the educational requirements for professional licensure. "Undetermined" means that Rasmussen was unable to determine, after reasonable efforts, whether the A-BSN options meet the educational requirements for professional licensure. Other licensure eligibility requirements may apply; please verify your eligibility against applicable rules, which may change at any time.

- **Meets:** AK*, AL, AR, AZ, CO, CT, DE, FL, GA, Guam, HI, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, Northern Marianas Islands, NV, NY, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT*, U.S. Virgin Islands, VA*, VT, WA, WI, WV*, WY
- **Does Not Meet:** CA, DC
- **Undetermined:** American Samoa, Puerto Rico

* "Meets" only if the program at your campus is programmatically accredited.

In addition to meeting all other admissions requirements, Illinois, Kansas, and Wisconsin applicants must successfully pass a background check through Rasmussen University's chosen third-party vendor. In addition to meeting all other admissions requirements, Florida applicants must successfully pass two background checks: one through Rasmussen University's chosen third-party vendor, and one meeting the Florida statutory definition of a Level 2 background check. In addition to meeting all other admissions requirements, Minnesota applicants must successfully pass a background check through the Minnesota Department of Human Services. In addition to meeting all other admissions requirements, applicants enrolled through the Fargo, ND campus must successfully pass two background checks: one through Rasmussen University's chosen third-party vendor, and one through the Minnesota Department of Human Services.

Students may only be registered in core nursing courses once they have completed all General Education course requirements of the block transfer, either through transfer of credit or completion of General Education courses at Rasmussen University. Exceptions may be granted for students who are in their final quarter of completing their General Education course requirements in order to be eligible for financial aid, or to attain full-time status.

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.

The Bachelor of Science in Nursing Degree at Rasmussen University is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791



Master of Science in Nursing

Flex Choice Competency-Based Education Program | 11-Week Quarters (5.5-Week Terms)

Master of Science Degree

CAREER OPPORTUNITIES (BY SPECIALIZATION AREA)

Healthcare Technology, Simulation, and Informatics:

- Chief Nursing Informatics Officer
- Director of Clinical Informatics
- Clinical Analyst
- Nursing / Clinical Informatics Specialist
- Clinical Educator
- Simulation Education Specialist
- Simulation Coordinator or Technologist
- Director of Innovation
- Innovation Specialist

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 for socially just, culturally responsive, advanced nursing practice and to serve as ethical, safe, holistic, and innovative leaders of healthcare. As leaders in nursing, program graduates are prepared to navigate and integrate services across the connected healthcare system as part of an interprofessional collaborative team to promote excellence through cost-effective, accessible care in a rapidly changing, multicultural, global environment. They possess the knowledge and skills required to provide high-quality care, understand industry-driven outcomes, and initiate change through leadership and innovation. Graduates develop a professional identity as master's prepared nurses grounded in a sense of inquiry and committed to lifelong learning while embracing the core values of the nursing profession.

ACCEPTANCE REQUIREMENTS

Applicants must submit an application packet containing:

- A completed program application form, including a writing sample
- Official transcript documenting conferral of a Bachelor's Degree in Nursing with a 3.0 cumulative GPA or higher
- Documentation 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 University data sheet and enrollment agreement
- A criminal background screening
- Any additional program-specific requirements as specified at the time of enrollment

Entrants will receive written communication from the University confirming acceptance once all acceptance requirements have been met.

Accepted applicants must complete the Rasmussen Experiential Online Orientation and the School of Nursing Orientation.

Drug testing, proof of current immunizations, and proof of current CPR certification are not entrance requirement(s) for this program; however, some practicum sites may require drug testing, proof of current immunizations, or proof of current CPR certification prior to professional practice experience.

CORE COURSES

Upper Division

NGR 5013	Foundations of Advanced Nursing Practice	4
NGR 5056	Advanced Health Assessment Across the Lifespan	4
NGR 5101	Research and Evidence-Based Practice	4
NGR 5149	Advanced Pathophysiology Across the Lifespan	4
NGR 5172	Advanced Pharmacology Across the Lifespan	4
NGR 5800	Leading Healthcare Transformation	4
NGR 6900	MSN Capstone	4

CHOOSE ONE SPECIALIZATION

Healthcare Technology, Simulation, and Informatics Specialization

NGR 6703	Advanced Nursing Practice	4
NGR 6716	Simulation in Healthcare	4
NGR 6820	Healthcare Technology	4
NGR 6840	Integrating Technology	4
NGR 6870	Informatics in Advanced Nursing Practice	4

Nursing Education Specialization

NGR 6050	Nursing Education in the Classroom	4
NGR 6150	Nursing Education in the Clinical Setting	4
NGR 6300	Curriculum Design and Program Evaluation	4
NGR 6701	The Role of the Nurse Educator	4
NGR 6703	Advanced Nursing Practice	4

Nursing Leadership and Administration Specialization

NGR 6100	The Business Side of Nursing	4
NGR 6117	Leadership and Management in Advanced Nursing Practice	4
NGR 6250	Meaningful Communication and Collaboration	4
NGR 6703	Advanced Nursing Practice	4
NGR 6801	Advanced Nursing Leadership	4

Core Credits 28

Specialization Credits 20

Total Master's Degree Credits 48

This program is not available to residents of all states. Please speak with an Admissions Advisor to determine your eligibility for enrollment.

This is a post-licensure program and has not been approved by any state professional licensing body. This program is not designed to prepare graduates for any advanced practice nursing license or other state-issued license, including but not limited to the following: Nurse Practitioner (NP), Advanced Practice Nurse (APN), Advanced Practice Registered Nurse (APRN), and Certified Registered Nurse Anesthetist (CRNA). For 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 through Rasmussen University's chosen third-party vendor.

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 needs to be completed, the student may complete STA 3215 Inferential Statistics and Analytics in a 5.5-week format by either: (1) concurrently enroll as an Individual Progress student their first quarter and complete STA 3215 in an 11-week competency-based education (CBE) format while taking Nursing courses or (2) enroll as an Individual Progress student and complete STA 3215 in an 11-week CBE format before taking Nursing courses. This course is not eligible for financial aid.

The Master of Science in Nursing program at Rasmussen University is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

Doctor of Nursing Practice

Flex Choice Competency-Based Education Program | 11-Week Quarters (5.5-Week Terms)

Doctor of Nursing Practice (DNP)

CAREER OPPORTUNITIES

- Chief Nursing Officer
- Nursing Administrator
- Director of Nursing
- Director of Public Health or Policy

This program does NOT academically qualify graduates for advanced practice nursing licensed careers, including but not limited to the following:

- Nurse Practitioner
- Advanced Practice Nurse (APN)
- Advanced Practice Registered Nurse (APRN)
- Certified Registered Nurse Anesthetist (CRNA)

OBJECTIVE

Graduates of the Doctor of Nursing Practice program are prepared for advanced nursing practice within the complex, multi-tiered global healthcare environment, serving as collaborative leaders, change agents, role models, and mentors within interprofessional teams. Students develop advanced knowledge and skills necessary to translate evidence into practice, impact organizations and systems, and apply evidence-based practice to improve healthcare outcomes of individuals, families, and populations. Guided by expert faculty and a supportive culture, students complete a culminating DNP Project grounded in implementation science and reflective of the dynamic healthcare environment. Students will select a specialization in either Executive Leadership or Public Health and Policy.

ACCEPTANCE REQUIREMENTS

Applicants must submit an application packet containing:

- A completed program application form.
- A professional essay as prescribed in the application packet.
- Two professional statements of recommendation.
- A current curriculum vitae or resume.
- An active, unencumbered RN license from the state where clinical hours will be completed.
- Official transcripts that reflect either a Master's in Nursing degree from an accredited nursing program or a baccalaureate degree in nursing from an accredited program (CCNE, ACEN, CNEA) and a master's degree in related field.
- Successful completion of a 3000-level or higher statistics course within the past seven years is required (if not taking Statistics in Quarter I of the program).
- For APRN applicants, submit evidence of national certification in your role/population. Acceptable documentation of certification includes the ANCC/AANP certificate, wallet card, or verification letter (and must include the certification number and expiration date).
- For all other master's-prepared applicants, submit syllabi (or other official documentation) for any post-baccalaureate practicum course(s). These will be reviewed and evaluated to determine whether clinical hours can be applied to the DNP.
- Minimum GPA of 3.0 in the master's degree program (no appeal process is available to request waiver of requirement).

When a completed application is submitted, it will be reviewed by the Graduate Program Director for the School of Nursing.

In addition to determining program entrance acceptance, the review will determine the number of total clinical/practicum hours earned at the post-baccalaureate level that will apply to the program. This will determine the remaining practicum course hours required to complete the program.

Once the Graduate Program Director for the School of Nursing approves the application packet and determines the number of practicum course hours required to complete the program, the following will be required:

- A Rasmussen University application and enrollment agreement
- A criminal background screening
- Any additional program specific requirements as specified at the time of enrollment

Approved applicants will receive a communication from Rasmussen University confirming acceptance.

Accepted applicants must complete an online orientation course and will attend a Doctor of Nursing Practice Orientation and receive a Graduate Nursing Program Handbook.

Drug testing, proof of current immunizations, and proof of current CPR certification are not entrance or acceptance requirements for this program; however, some practicum sites may require drug testing, proof of current immunizations, or proof of current CPR certification prior to professional practice experience. The student is responsible for complying with and paying for any health examinations, immunizations, and drug tests required by the practicum site and providing proof upon request.

CORE COURSES

Graduate Division

NGR 7730	Organizational and Systems Leadership	4
NGR 7840	Applied Research and Statistics	4
NGR 7853	Nursing Inquiry and Translation of Evidence	4
NGR 7892	Essentials of Healthcare Policy	4
NGR 7894	Population and Global Health	4
NGR 8768	Professional Identity Development	4
NGR 8911	DNP Project I	5
NGR 8912	DNP Project II	5
NGR 8913	DNP Project III	5

CHOOSE ONE SPECIALIZATION

Executive Leadership

NGR 8701	Executive Leadership I	4
NGR 8702	Executive Leadership II	5

Public Health and Policy

NGR 8731	Public Health and Policy I	4
NGR 8732	Public Health and Policy II	5

Practicum Clinical Courses¹

NGR 7910LL	Leadership Practicum	1–5
NGR 7920LL	Healthcare Information and Systems Technology Practicum	1–5
NGR 7930LL	Population and Global Health Practicum	1–5

Major and Core Credits

Specialization Credits

Practicum Clinical Credits

Total Doctoral Degree Credits 48–63

¹In addition to meeting all other program requirements (including completion of all core and specialization coursework), students must demonstrate a minimum of 1,000 hours of post-baccalaureate practice experiences in order to graduate from the Doctor of Nursing Practice program. This requirement may be met through: (1) practice experience completed prior to enrollment into the DNP program, as recognized by Rasmussen; (2) completion of DNP program courses NGR 7910LL, NGR 7920LL, and NGR 7930LL; or (3) a combination of the foregoing.

This program is NOT eligible for participation in Title IV federal student aid programs.

This program is not available in all states.

All courses within this program are competency-based education (CBE) courses.

This program is not designed to prepare graduates for any advanced practice nursing license or any other state-issued professional license or certification. This program has not been approved by any state professional licensing agency. For further information on professional licensing requirements, please contact the appropriate board or agency in your state of residence.

Information Technology Support | CERTIFICATE

11-Week Quarters (5.5-Week Terms)

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 real-world concepts and apply skills related to information technology. Graduates will be prepared to utilize skills related to business environment, communication and collaboration, hardware, software, end-user support, and networking. Graduates will be able to troubleshoot and resolve issues with desktops, laptops, and mobile devices. In addition, graduates will be prepared to provide quality end-user technical support while employing resolution strategies and industry best practices. Graduates will provide value to their organization by being able to communicate effectively, think critically, and act ethically while working as part of a team. This program is aligned to industry relevant skills and certifications that are sought most by employers.

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.		

CORE COURSES

Lower Division		
CDA 1330C	Operating Systems	4
CDA 2725C	Systems Analysis and Design	3
CIS 1538C	Hardware and Software I	4
CIS 1648C	Hardware and Software II	4
CIS 1710C	Administering Windows Server	4
CNT 1244C	Introduction to Networks	3
CTS 1884C	Computer Technical Support	3
Total Certificate Credits		25

This program is now eligible for participation in Title IV federal student aid programs.

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 University entrance placement exam, approved exemption based on previously completed coursework, or by successful completion of Developmental Education courses.

This program is offered online in Illinois.

Information Technology | ASSOCIATE'S DEGREE

Flex Choice Credit by Assessment 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

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

OBJECTIVE

Graduates of the Rasmussen University Information Technology Associate's degree program will be able to explain real-world concepts and apply skills related to information technology. Graduates will be prepared to utilize skills related to business environment, communication and collaboration, hardware, software, end-user support, and networking. Graduates will be able to troubleshoot and resolve issues with desktops, laptops, and mobile devices. In addition, graduates will be prepared to provide quality end-user technical support while employing resolution strategies and industry best practices. Graduates will provide value to their organization by supporting project management tasks and working as part of a team. Graduates understand the importance of lifelong learning, transferable skills, and staying relevant with emerging technology and trends. Graduates will be able to communicate effectively, think critically, and act ethically in a variety of professional contexts. This program is aligned to industry relevant skills and certifications that are sought most by employers.

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, select 1 additional course) ⁺	10
---	----

*COM 1388 Communicating in Your Profession⁺

*COM 1865 Locating and Evaluating Information

Humanities (Select 2 courses) ⁺	8
---	---

Math / Natural Sciences

(Select 1 of the following, and 2 additional courses)⁺

MAT 1222 Algebra ⁺	12
-------------------------------	----

STA 1625 Essential Statistics and Analytics⁺

Social Sciences (Select 3 courses) ⁺	12
--	----

See page 90 for General Education Course Selections.

CORE COURSES

Lower Division

CDA 1330C	Operating Systems	4
CDA 2725C	Systems Analysis and Design	3
CET 2660C	Networking Security	3
CIS 1538C	Hardware and Software I +	4
CIS 1648C	Hardware and Software II +	4
CIS 1710C	Administering Windows Server	4
CIS 2911	Information Technology Capstone	2
CNT 1244C	Introduction to Networks +	3
CTS 1884C	Computer Technical Support	3
CTS 2511	Excel	3
GEB 1011	Introduction to Business	4
ISM 2541C	Project Management and Team Leadership	3
MAN 2021	Principles of Management	4

General Education Credits 46

Core Credits 44

Total Associate's Degree Credits 90

***Flex Choice Credit by Assessment available; see page 162 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 University entrance placement exam, approved exemption based on previously completed coursework, or by successful completion of Developmental Education courses.

Students in this program are eligible for specific industry certifications. The University 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.

This program is offered online in Illinois.

Information Technology Project Management | CERTIFICATE

11-Week Quarters (5.5-Week Terms)

CAREER OPPORTUNITIES

- Network Administrator
- Network Analyst
- Information Technology Manager

OBJECTIVE

Graduates of this program will be able to apply and synthesize real-world concepts and skills related to information technology. Graduates will be prepared to utilize skills related to information technology, systems analysis, and project management. Courses are project-based and simulate real-world experience with relevant software applications and hands-on labs. Students benefit learning from highly qualified faculty who have practical, in-field experience. Graduates are able to document procedures and comply with relevant policies, regulation standards, and ethical practices while also being able to communicate effectively, think critically, and act ethically in a variety of professional contexts. This program is aligned to industry relevant skills that are sought most by employers, which provides graduates an edge as they enter the career field.

ACCEPTANCE REQUIREMENTS

To gain acceptance to the program, students must provide evidence of an acceptable conferred associate's degree as listed below, or at least 90 quarter credits of college-level coursework with a grade of C or higher from an accredited institution as recognized by the U.S. Department of Education. Acceptable associate's degree programs are:

- Information Technology
- Information Technology Management
- Information Systems
- Information Systems Management
- Computer Information Systems
- Computer Information Technology
- Management of Information Systems

Alternatively, students with an associate's degree outside the fields above or at least 90 quarter credits or 60 semester credits may be considered for this program according to the following:

- Only courses with a grade of C or higher are considered eligible credits.
- Students may be required to take additional lower-level prerequisite courses when comparable courses have not been completed within the past three (3) years. Prerequisite courses a student may be required to complete include: CIS1538C Hardware and Software I, CIS1648C Hardware and Software II, CNT12544C Introduction to Networks, and CTS2511 Excel. Prerequisite courses are not eligible for federal Title IV financial aid.

An applicant may be accepted into the 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 University 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.

CORE COURSES

Upper Division

CDA 3515C	Information Technology Systems Analysis	4
CDA 3626C	Information Technology Systems Design	4
CIS 4189C	Risk Management and Business Continuity	4
ISM 3110C	Information Technology Project Management Tools	4
ISM 3255C	Information Technology Project Management I	4
ISM 4470C	Information Technology Project Management II	4

Total Certificate Credits **24**

Pre-requisite courses of this program are NOT eligible for participation in Title IV federal student aid programs.

This program is offered online in Illinois.

Information Technology Management | BACHELOR'S DEGREE

Flex Choice Competency-Based Education Program (Credit by Assessment Available) | 11-Week Quarters (5.5-Week Terms)

Bachelor of Science Degree

CAREER OPPORTUNITIES

- Network Administrator
- Network Analyst
- Information Technology Manager

OBJECTIVE

Graduates of the Rasmussen University Information Technology Management Bachelor's degree program will be able to apply and synthesize real-world concepts and skills related to information technology. Graduates will be prepared to utilize skills related to information technology, business administration, design infrastructure, systems analysis, project management, implementation, deployment, and organizational support. Courses are project-based and simulate real-world experience with relevant software applications and hands-on labs. Students benefit learning from highly qualified faculty who have practical, in-field experience. Graduates are able to document procedures and comply with relevant policies, regulation standards, and ethical practices. Graduates understand the importance of lifelong learning, transferable skills, and staying current with emerging technology and trends. Graduates will be able to communicate effectively, think critically, and act ethically in a variety of professional contexts. This program is aligned to industry relevant skills and certifications that are sought most by employers, which provides graduates an edge as they enter the career field.

ACCEPTANCE 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 or 60 semester 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. Acceptable associate's degree programs are:

- Information Technology
- Information Technology Management
- Information Systems
- Information Systems Management
- Computer Information Systems
- Computer Information Technology
- Management of Information Systems

Prospective students with an associate's degree or at least 90 quarter 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: Excel, Hardware and Software I, Hardware and Software II, and Introduction to Networks. Prior transcripts will be evaluated on a course-by-course basis to determine which coursework is required to be completed as a prerequisite for upper-level courses. Comparable pre-requisite courses need to have been completed within the past three (3) years, except Excel, which does not expire.

CBE courses are now displayed in italics, as shown below:

GENERAL EDUCATION COURSES

Upper Division

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

See page 90 for General Education Course Selections.

CORE COURSES

Upper Division

<i>CDA 3515C</i>	<i>Information Technology Systems Analysis</i>	4
<i>CDA 3626C</i>	<i>Information Technology Systems Design</i>	4
<i>CIS 3550C</i>	<i>Information Technology Business Administration</i>	4
<i>CIS 3574C</i>	<i>Organizational Policy</i>	3
<i>CIS 4005C</i>	<i>IT Operations Management</i>	4
<i>CIS 4189C</i>	<i>Risk Management and Business Continuity</i>	4
<i>CIS 4412C</i>	<i>Information Technology Security</i>	4
<i>CIS 4929C</i>	<i>IT Management Capstone</i>	4
<i>CNT 3229</i>	<i>Asset Management</i>	3
<i>CNT 3348</i>	<i>Infrastructure and Hardware</i>	4
<i>CNT 4283</i>	<i>Enterprise Application Support</i>	4
<i>CNT 4437</i>	<i>Service Management</i>	4
<i>ISM 3015</i>	<i>Management of Information Systems</i>	4
<i>ISM 3110C</i>	<i>Information Technology Project Management Tools</i>	4
<i>ISM 3255C</i>	<i>Information Technology Project Management I</i>	4
<i>ISM 4470C</i>	<i>Information Technology Project Management II</i>	4
<i>ISM 4505C</i>	<i>Information Technology Organization Support</i>	4

Transferred Lower-Division Credits 90

Upper-Division General Education Credits 24

Upper-Division Core Credits 66

Total Bachelor's Degree Credits 180

⁺Flex Choice Credit by Assessment available; see page 162 for details.

This Flex Choice Credit-Based Competency-Based Education Program contains both traditional and competency-based education (CBE) courses. CBE courses are indicated in italics.

Students in this program are eligible for specific industry certifications. The University 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.

This program is offered online in Illinois.

Network Support | CERTIFICATE

11-Week Quarters (5.5-Week Terms)

CAREER OPPORTUNITIES

- Network Administrator
- Systems/Network Analyst
- Information Security Specialist
- Network Technician
- Network and Operations Support Specialist

OBJECTIVE

Graduates of this program will be able to explain the basics of information technology, including network analysis, network, and computer security. Courses are project-based and simulate real-world experience with relevant applications and hands-on labs. Graduates will understand how to troubleshoot computer and network problems with server, desktop, laptop, and mobile devices. In addition, graduates will be prepared to provide quality end-user technical support while employing resolution strategies and industry best practices. Students benefit from highly qualified faculty who have practical, in-field experience. Graduates will be able to communicate effectively, think critically, and act ethically in a variety of professional contexts. This program is aligned to industry relevant skills and certifications that are sought most by employers.

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.		

CORE COURSES

Lower Division		
CDA 1330C	Operating Systems	4
CET 2522C	Cisco Network Routing and Switching	3
CIS 1308	Logic and Troubleshooting	4
CIS 1538C	Hardware and Software I	4
CIS 1648C	Hardware and Software II	4
CIS 1710C	Administering Windows Server	4
CNT 1244C	Introduction to Networks	3
Total Certificate Credits		26

This program is now eligible for participation in Title IV federal student aid programs.

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 University entrance placement exam, approved exemption based on previously completed coursework, or by successful completion of Developmental Education courses.

This program is offered online in Illinois.

Network Systems Administration | ASSOCIATE'S DEGREE

Flex Choice Credit by Assessment 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

- Network Administrator
- Systems/Network Analyst
- Information Security Specialist
- Network Technician
- Network and Operations Support Specialist

OBJECTIVE

Graduates of this program will be able to explain the basics of information technology, including systems analysis, network analysis, network, and computer security. Courses are project-based and simulate real-world experience with relevant applications and hands-on labs. 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 prepared to provide quality end-user technical support while employing resolution strategies and industry best practices. Students benefit from highly qualified faculty who have practical, in-field experience. Graduates understand the importance of lifelong learning, transferable skills, and staying relevant with emerging technology and trends. Graduates will be able to communicate effectively, think critically, and act ethically in a variety of professional contexts. This program is aligned to industry-relevant skills and certifications that are sought most by employers.

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, select 1 additional course) ⁺		10
*COM 1388	Communicating in Your Profession ⁺	
*COM 1865	Locating and Evaluating Information	
Humanities (Select 2 courses) ⁺		8
Math / Natural Sciences (Select 1 of the following, and 2 additional courses) ⁺		12
MAT 1222	Algebra ⁺	
STA 1625	Essential Statistics and Analytics ⁺	
Social Sciences (Select 3 courses) ⁺		12

See page 90 for General Education Course Selections.

CORE COURSES

Lower Division

CDA 1330C	Operating Systems	4
CDA 2725C	Systems Analysis and Design	3
CET 2522C	Cisco Network Routing and Switching +	3
CET 2660C	Networking Security	3
CIS 1308	Logic and Troubleshooting	4
CIS 1538C	Hardware and Software I +	4
CIS 1648C	Hardware and Software II +	4
CIS 1710C	Administering Windows Server	4
CIS 2647C	Windows Directory Services +	4
CIS 2960C	Network Systems Administration Capstone	2
CNT 1244C	Introduction to Networks +	3
CTS 2321	Linux Administration	3
ISM 2321	Managing Information Security +	3

General Education Credits 46

Core Credits 44

Total Associate's Degree Credits 90

*Flex Choice Credit by Assessment available; see page 162 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 University entrance placement exam, approved exemption based on previously completed coursework, or by successful completion of Developmental Education courses.

This program is offered online in Illinois.

Administrative Cyber Security | CERTIFICATE

11-Week Quarters (5.5-Week Terms)

CAREER OPPORTUNITIES

- Information Assurance Analyst
- Information Security Analyst
- Information Security Manager
- Information Systems Security Analyst
- Information Technology Security Analyst

OBJECTIVE

Graduates will be exposed to ethical and professional cyber security standards for business operations, administration, and report writing. Graduates of this program will also be able to address current and future cyber security challenges, such as risk management, security awareness, and business continuity with a strong foundation of cyber security principles. Courses are project-based and simulate real-world experience with relevant software applications and hands-on labs. Students benefit by learning from highly qualified faculty who have practical, in-field experience. Graduates are able to document procedures and comply with relevant policies, regulation standards, and ethical practices while being able to communicate effectively, think critically, and act ethically in a variety of professional contexts. This program is aligned to industry relevant skills that are sought most by employers, which provides graduates an edge as they enter the career field.

ACCEPTANCE REQUIREMENTS

To gain acceptance to the program, students must provide evidence of an acceptable conferred associate's degree as listed below, or at least 90 quarter credits of college-level coursework with a grade of C or higher from an accredited institution as recognized by the U.S. Department of Education. Acceptable associate's degree programs are:

- Network Systems Administration
- Networking Technology
- Computer Network Systems
- Computer Network Administration
- Network Security
- Network Administration and Security

Alternatively, students with an associate's degree outside the fields above or at least 90 quarter credits or 60 semester credits may be considered for this program according to the following:

- Only courses with a grade of C or higher are considered eligible credits.
- Students may be required to take additional lower-level prerequisite courses when comparable courses have not been completed within the past three (3) years. Prerequisite courses a student may be required to complete include: CET 2522C Cisco Network Routing and Switching, CIS 2647C Windows Directory Services, CNT 1244C Introduction to Networks, and ISM 2321 Managing Information Security. Prerequisite courses are not eligible for federal Title IV financial aid.

An applicant may be accepted into the 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 University 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.

CORE COURSES

Upper Division

CIS 3086	Principles of Cyber Security	3
CIS 3139	Security Risk Assessment	4
CIS 3240C	Security Controls	4
CIS 3332	Cyber Security Policy Analysis	4
CIS 4222C	Managing Security Awareness	4
CNT 3003	Advanced Network Security	4
CNT 3126	Advanced Networking	4

Total Certificate Credits **27**

Pre-requisite courses of this program are NOT eligible for participation in Title IV federal student aid programs.

This program is offered online in Illinois.

Technical Cyber Security | CERTIFICATE

11-Week Quarters (5.5-Week Terms)

CAREER OPPORTUNITIES

- Information Assurance Analyst
- Information Security Analyst
- Information Security Manager
- Information Systems Security Analyst
- Information Technology Security Analyst

OBJECTIVE

Graduates will be exposed to ethical and professional cyber security standards for business operations and report writing. Graduates of this program will also be able to address current and future cyber security challenges, such as business continuity and the collection and preservation of digital evidence, with a strong foundation of cyber security principles. The curriculum emphasizes a comprehensive understanding of the forensic tools and techniques used to investigate and analyze network-related incidents and digital devices. Courses are project-based and simulate real-world experience with relevant software applications and hands-on labs. Students benefit by learning from highly qualified faculty who have practical, in-field experience. Graduates are able to document procedures and employ ethical practices while being able to communicate effectively, think critically, and act ethically in a variety of professional contexts. This program is aligned to industry relevant skills that are sought most by employers, which provides graduates an edge as they enter the career field.

ACCEPTANCE REQUIREMENTS

To gain acceptance to the program, students must provide evidence of an acceptable conferred associate's degree as listed below, or at least 90 quarter credits of college-level coursework with a grade of C or higher from an accredited institution as recognized by the U.S. Department of Education. Acceptable associate's degree programs are:

- Network Systems Administration
- Networking Technology
- Computer Network Systems
- Computer Network Administration
- Network Security
- Network Administration and Security

Alternatively, students with an associate's degree outside the fields above or at least 90 quarter credits or 60 semester credits may be considered for this program according to the following:

- Only courses with a grade of C or higher are considered eligible credits.
- Students may be required to take additional lower-level prerequisite courses when comparable courses have not been completed within the past three (3) years. Prerequisite courses a student may be required to complete include: CET 2522C Cisco Network Routing and Switching, CIS 2647C Windows Directory Services, CNT 1244C Introduction to Networks, and ISM 2321 Managing Information Security. Prerequisite courses are not eligible for federal Title IV financial aid.

An applicant may be accepted into the 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 University 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.

CORE COURSES

Upper Division

CIS 3086	Principles of Cyber Security	3
CIS 4028C	Cryptography and Traffic Analysis	4
CIS 4385C	Computer Forensics	3
CIS 4456	Hacker Techniques, Tools and Applications	4
CNT 3003	Advanced Network Security	4
CNT 3126	Advanced Networking	4
CNT 3777	Virtualization	4

Total Certificate Credits

26

Pre-requisite courses of this program are NOT eligible for participation in Title IV federal student aid programs.

This program is offered online in Illinois.

Cyber Security | BACHELOR'S DEGREE

Flex Choice Credit by Assessment Available | 11-Week Quarters (5.5-Week Terms)

Bachelor of Science Degree

CAREER OPPORTUNITIES

- Information Assurance Analyst
- Information Security Analyst
- Information Security Manager
- Information Systems Security Analyst
- Information Technology Security Analyst

OBJECTIVE

Graduates will be exposed to ethical and professional cyber security standards for business operations, administration, and report writing. Graduates of this program will also be able to address current and future cyber security challenges, such as risk management, security awareness, business continuity, and the collection and preservation of digital evidence, with a strong foundation of cyber security principles. The curriculum emphasizes a comprehensive understanding of the forensic tools and techniques used to investigate and analyze network-related incidents and digital devices. Courses are project-based and simulate real-world experience with relevant software applications and hands-on labs. Students benefit by learning from highly qualified faculty who have practical, in-field experience. Graduates are able to document procedures and comply with relevant policies, regulation standards, and ethical practices. Graduates understand the importance of lifelong learning, transferable skills, and staying current with emerging technology and trends. Graduates will be able to communicate effectively, think critically, and act ethically in a variety of professional contexts. This program is aligned to industry-relevant skills and certifications that are sought most by employers, which provides graduates an edge as they enter the career field.

ACCEPTANCE REQUIREMENTS

This is a bachelor-completer program. To gain acceptance to the program, students must provide evidence of an acceptable conferred associate's degree as listed below, 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. Acceptable associate's degree programs are:

- Network Systems Administration
- Networking Technology
- Computer Network Systems
- Computer Network Administration
- Network Security
- Network Administration and Security

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 according to the following:

- Only courses with a grade of C or higher will be transferred.
- Students may be required to take additional coursework as prerequisites to upper-level courses in order to complete the program. The courses a student may be required to complete include: CNT 1244C Introduction to Networks; CET 2522C Cisco Network Routing and Switching; CIS 2647C Windows Directory Services; and ISM 2321 Managing Information Security. Prior transcripts will be evaluated on a course-by-course basis to determine which coursework is required to complete as a prerequisite for upper-level courses. Comparable courses must have been completed within the past three (3) years and passed 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 course)	4
MAD 3300 Discrete Mathematics	
Social Sciences (Select 2 courses)+	8

See page 90 for General Education Course Selections.

CORE COURSES

Upper Division

CEN 4200C Malware Reverse Engineering	4
CIS 3086 Principles of Cyber Security	3
CIS 3139 Security Risk Assessment	4
CIS 3240C Security Controls	4
CIS 3332 Cyber Security Policy Analysis	4
CIS 3417 Regulatory and Legal Compliance	4
CIS 4028C Cryptography and Traffic Analysis	4
CIS 4039 Auditing Information Technology Infrastructure	4
CIS 4162C Enterprise Storage Management	4
CIS 4189C Risk Management and Business Continuity	4
CIS 4222C Managing Security Awareness	4
CIS 4385C Computer Forensics	3
CIS 4456 Hacker Techniques, Tools and Applications	4
CIS 4955C Cyber Security Capstone	4
CNT 3003 Advanced Network Security	4
CNT 3126 Advanced Networking	4
CNT 3777 Virtualization	4

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

*Flex Choice Credit by Assessment available; see page 162 for details.

Students in this program are eligible for specific industry certifications. The University 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.

This program is offered online in Illinois.

Software Application Development | ASSOCIATE'S DEGREE

Flex Choice Credit by Assessment 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

See page 90 for General Education Course Selections.

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

General Education Credits 45

Core Credits 45

Total Associate's Degree Credits 90

*Flex Choice Credit by Assessment available; see page 162 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 University entrance placement exam, approved exemption based on previously completed coursework, or by successful completion of Developmental Education courses.

Students in this program are eligible for specific industry certifications. The University 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.

This program is offered online in Illinois.

Computer Science | BACHELOR'S DEGREE

Flex Choice Competency-Based Education Program (Credit by Assessment Available) | 11-Week Quarters (5.5-Week Terms)

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 this 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 of 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, and then test and integrate the information system into day-to-day business operations. Graduates value communication, critical thinking, problem solving, and diversity awareness.

ACCEPTANCE 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 or 60 semester 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. 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 prior to being accepted into the program. The courses a student may be required to complete may include: Java Programming, Database Fundamentals for Programmers, Introduction to HTML, and Introduction to Networks. Prior transcripts will be evaluated on a course-by-course basis to determine which coursework is required to be completed as a prerequisite for upper-level courses. Comparable courses need to have been completed within the past three (3) years.

COMPUTER REQUIREMENTS

Students enrolled in the Universal Windows App Development Specialization must own or utilize a Windows computer that meets or exceeds the following minimum requirements:

- Intel Dual Core i5 current generation or higher (or equivalent)
- Windows® 10 (OS provided license through Microsoft® student downloads site)
- 8GB of RAM (12GB – 16GB recommended)
- 500GB hard drive (1TB recommended)

Students enrolled in the Apple iOS App Development Specialization must own or utilize an Apple Mac computer that meets or exceeds the following minimum requirements:

- Intel Dual Core i5 current generation or higher
- OS v10.12 Sierra or newer
- 8GB of RAM (12GB – 16GB recommended)
- 500GB hard drive (1TB recommended)
- Must be capable of running Microsoft Windows with a virtual machine environment, e.g., VMware® Fusion®, Parallels®, Virtual Box®, etc.

GENERAL EDUCATION COURSES

Upper Division

Communication (Select 1 course) ⁺	4
Humanities (Select 1 courses) ⁺	4
Math / Natural Sciences (Required courses) ⁺	8
<i>MAD 3300 Discrete Mathematics</i>	
<i>STA 3215 Inferential Statistics and Analytics</i>	
Social Sciences (Select 2 courses) ⁺	8

CORE COURSES

Upper Division

CDA 4859C	E-Commerce Development	4
CEN 3350C	Software Engineering	4
CEN 4071C	Software Security	4
CEN 4614C	Quality Assurance in Software Engineering	4
CIS 4784C	Big Data	4
CIS 4836C	Web Analytics	4
COP 3000C	Introduction to Computer Science	3
COP 3026C	Programming Languages	4
COP 3230C	Operating Systems and Architectures	4
COP 3703C	Database Systems	4
COP 3805C	Advanced Java Programming	4
COP 4970C	Computer Science Bachelor Capstone	4
COT 4530C	Algorithm and Data Structure Analysis	4
CTS 4557	Emerging Trends in Technology	3
CTS 4623C	Advanced Cloud Computing Technologies	4
GEB 3422	Business Project Management	4
QMB 3200	Introduction to Scripting	4

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

⁺Flex Choice Credit by Assessment available; see page 162 for details.

This Flex Choice Credit-Based Competency-Based Education Program contains both traditional and competency-based education (CBE) courses. CBE courses are indicated in italics.

This program is offered online in Illinois.

Data Analytics | BACHELOR'S DEGREE

Flex Choice Credit by Assessment 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

This program provides students with hands-on experience, which allows them to apply knowledge and skills related to the complete data analysis life cycle. 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 that 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.

BACHELOR-COMPLETER ENTRANCE OPTION

Students with prior university experience may be eligible for the bachelor-completer entrance option. The bachelor-completer entrance option requires either: (a) evidence of a conferred associate's degree in one of the fields listed below, or (b) at least 90 quarter credits (or 60 semester credits) of transferable college-level coursework with a grade of C or higher in each course. All conferred degrees and transfer credits must have been earned at an accredited institution recognized by the U.S. Department of Education.

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

Students may be required to take additional coursework if they have not presented a transcript proving prior completion of the following courses with a grade of C or higher: C++ Programming, Database Fundamentals for Programmers, and Essential Statistics and Analytics. Prior transcripts will be evaluated on a course-by-course basis to determine whether additional coursework is required to be completed as a prerequisite for upper-level courses. Comparable introductory programming and database courses must have been completed within the past three (3) years.

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 3 courses) ⁺	12
Humanities (Select 2 courses) ⁺	8
Math / Natural Sciences (Required courses)	13
MAC 1106 Advanced Algebra	
QMB 2600C Discrete Mathematics for Data Analytics	
STA 1625 Essential Statistics and Analytics ⁺	

Social Sciences (Select 2 courses) ⁺	8
--	---

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

See page 90 for General Education Course Selections.

CORE COURSES

Lower Division

COP 1350C C++ Programming +	4
COP 1532C Database Fundamentals for Programmers +	3
GEB 1011 Introduction to Business	4
QMB 1000C Fundamentals of Data Analytics +	3
QMB 1100C Software Design Using C# +	3
QMB 1200C Object-Oriented Programming Using Java	4
QMB 2000C Introduction to Linux in Analytics	4
QMB 2100C Data Platforms	4
QMB 2200C Fundamentals of Data Visualization	4
QMB 2300C Introduction to Data Warehousing	4
QMB 2400C Introduction to Analytics Environments	4
QMB 2500C Open Source Scripting Languages	4

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

Lower-Division General Education Credits	45
---	----

Upper-Division General Education Credits	24
---	----

Lower-Division Core Credits	45
------------------------------------	----

Upper-Division Core Credits	66
------------------------------------	----

Total Bachelor's Degree Credits	180
--	-----

⁺Flex Choice Credit by Assessment available; see page 162 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 University entrance placement exam, approved exemption based on previously completed coursework, or by successful completion of Developmental Education courses.

This program is offered online in Illinois.

Master of Science in Data Science

Flex Choice Competency-Based Education Program | 11-Week Quarters (5.5-Week Terms)

Master of Science Degree

CAREER OPPORTUNITIES

- Data Scientist
- Data Engineer
- Data Architect
- Data Modeler
- Data Analyst
- Data Developer
- Business Analyst

OBJECTIVE

The Rasmussen University Data Science Master's Degree program provides students with hands-on experience, which allows them to apply knowledge and skills related to real-world business analysis applications. Courses are project-based and simulate actual experience with designing, performing, and delivering organizational analytical objectives, including the use of sophisticated and advanced analytical languages, tools, and algorithms. Students benefit from learning from highly qualified faculty who have practical, in-field experience. Graduates will understand how to explore and apply data science principles such as data engineering, analytical methodologies, analytical strategies, modeling, and communicating the chosen analytics design and results. This program's curriculum is aligned to industry-standard analytics and software tools and languages, 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 conduct deep analysis including the use of advanced statistics, artificial intelligence, and text mining on multi-formatted data sets as typified by big data sources.

ACCEPTANCE REQUIREMENTS

Applicants must submit the following:

- Completed program application
- Official transcript documenting a conferred bachelor's degree with a cumulative GPA of 2.75 (no rounding) or higher from a regionally or nationally accredited institution of higher learning as recognized by the Department of Education or the Council on Higher Education Accreditation (CHEA). Applicants with a GPA of 2.5 (no rounding) to 2.74 may request an exception to the minimum 2.75 cumulative GPA requirement through the submission of a personal statement in the form of a written essay. Instructions and a scoring rubric for submitting a request for an exception may be obtained from the Admissions Advisor. The scoring of the committee will be final.
- Demonstrate data analysis / data science experience through at least one of the following methods:
 - Bachelor's degree in Data Analytics or Data Science
 - Bachelor's degree in one of the following related fields: Information Systems, Information Technology, Information Security, Cyber Security, Systems Engineering, Network Administration, Network Security, Data Management, Computer Science, Web Programming, Software Engineering, Statistics, Accounting/Finance, Business Systems Analysis, Business Management, Game and Simulation Programming and either a specialization in Data Analytics / Data Science or at least one year of demonstrated* significant and recent experience in data analytics / data science. Additional related programs may be considered for admission at the discretion of the Rasmussen Department Chair based on a submitted request for review of the official transcript and program outcomes.*
 - Bachelor's degree in an unrelated field and a resume showing at least two years of demonstrated* significant and recent experience in data analytics / data science, and either an Oracle BI or SAS certification earned in the past three years.
 - Bachelor's degree in an unrelated field and a resume showing at least three years of demonstrated* significant and recent experience in data analysis / data science.*
 - Bachelor's degree in an unrelated field and coursework completed in the last three years in each of the following: data analysis and visualization, object oriented programming, and C++ or an equivalent programming language.*

*When demonstrated significant and recent experience in data analytics/data science is required, the Department Chair will review the applicant's resume to determine whether the entrance requirement has been met.

Applicants who meet the acceptance requirements must complete the following prior to being deemed eligible for entrance into the program:

- Rasmussen University enrollment agreement and attachments.
- Any additional program-specific requirements as specified at the time of enrollment.

Entrants will receive a letter from the University in the mail confirming acceptance once all acceptance requirements have been met. Accepted applicants must complete the Rasmussen experiential online orientation.

CORE COURSES

Graduate Division

QMB 5000	Foundations of Data Science	4
QMB 5100C	Data Science Languages	4
QMB 5200C	Advanced Database Management	4
QMB 5300C	Statistical Methods	4
QMB 5400C	Fundamental Classification Techniques	4
QMB 5500C	Risk Assessment and Modeling Methods	4
QMB 6000C	Advanced Statistical Techniques	4
QMB 6100C	Advanced Machine Learning	4
QMB 6200C	Text Mining	4
QMB 6300C	Big Data Technologies	4
QMB 6400C	Data Visualization and Communication	4
QMB 6900L	Data Science Capstone	4

Total Master's Degree Credits 48

All courses within this program are competency-based education (CBE) courses.

This program is offered online in Illinois.



GENERAL EDUCATION COURSE SELECTIONS

General Education Course Selections

PROGRAMS WITH 11-WEEK QUARTERS (5.5-WEEK TERMS)

See specific course requirements on program pages

LOWER DIVISION

English Composition⁺ENC 1101 English Composition⁺ 4**Communication⁺**COM 1002 Introduction to Communication⁺ 4COM 1388 Communicating in Your Profession⁺ 4COM 1865 Locating and Evaluating Information¹ 2

ENC 1121 English Composition II 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⁺ 4PHI 2103 Introduction to Critical Thinking⁺ 4

SPN 271 Conversational Spanish 4

Natural Sciences⁺

AST 2002 Introduction to Astronomy 4

BSC 2346 Human Anatomy and Physiology I¹ 5BSC 2347 Human Anatomy and Physiology II¹ 5

CHM 1100C General Chemistry 4

GLY 1000 Introduction to Geology 4

HUN 2000 Human Nutrition 4

MCB 2289 Introduction to Microbiology¹ 5

MCB 2340C General Microbiology 4

PHA 1500 Structure and Function of the Human Body⁺ 4**Math⁺**MAC 1106 Advanced Algebra¹ 5MAT 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

DEP 2004 Human Growth and Development 4

ECO 1000 Principles of Economics⁺ 4PSY 1012 General Psychology⁺ 4

PSY 2420 Abnormal Psychology 4

SSE 1250 Multiculturalism and Diversity⁺ 4

SYG 1000 Introduction to Sociology 4

UPPER DIVISION

Communication⁺

COM 3278 Explorations of Human and Computer Languages 4

ENC 3311 Advanced Composition 4

MMC 3407 Visual Communication in the Media⁺ 4**Humanities⁺**

AML 3041 American Literature 4

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

Math / Natural Sciences⁺

EVR 3410 Human Uses of the Environment 4

GEO 3204 Physical Geography 4

MAT 3172 The Mathematics of Games⁺ 4

STA 3215 Inferential Statistics and Analytics 4

MAD 3300 Discrete Mathematics 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 3308 Contemporary World Religions 4

SYG 4119 Sociology in a Digital World⁺ 4⁺Flex Choice Credit by Assessment available; see page 162 for details.

Italicized courses are offered in competency-based education (CBE) but may also be available in the traditional modality. An italicized course must be completed in the traditional modality unless the student is enrolled in a Flex Choice Credit-Based, Competency-Based Education Program.

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.

¹This 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).

General Education Course Selections

PROGRAMS WITH 12-WEEK QUARTERS (6-WEEK SESSIONS)

See specific course requirements on program pages

UPPER DIVISION

Communication⁺

MMC 3407 *Visual Communication in the Media*⁺ 4

Humanities⁺

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 Analytics* 4

MAD 3300 *Discrete Mathematics* 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

⁺Flex Choice Credit by Assessment available; see page 162 for details.

Italicized courses are offered in competency-based education (CBE) but may also be available in the traditional modality. An italicized course must be completed in the traditional modality unless the student is enrolled in a Flex Choice Credit-Based, Competency-Based Education Program.

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.

GENERAL EDUCATION PHILOSOPHY

General Education courses at Rasmussen University enhance and support a student's chosen field of study and teach universal skills that can be applied to any career or life experience. General Education courses foster lifelong learning and curiosity. Exposure to diverse perspectives helps students find their place in the context of the larger world.

Communication

Communication is the study of how people share information, ideas, meaning, and culture. In the area of Communication, students will demonstrate understanding and application of research skills. They will also demonstrate effective verbal, nonverbal, and visual skills for multiple purposes and effective techniques for solving conflicts. Courses in this category provide students with practical learning experiences that can be applied to the real world.

English Composition

English Composition is the study of rhetoric and writing with an emphasis on incorporating research and analysis. In the area of English Composition, students will demonstrate understanding and application of audience awareness, research skills, and academic writing. Courses in this category provide students with learning experiences that include identifying and evaluating source material to integrate into organized academic writing.

Humanities

Humanities is the study of human culture and expression around the globe. In the area of Humanities, students will demonstrate understanding and application of knowledge that provides a historical glimpse into a broader human perspective. Courses in this category provide students with learning experiences that include gaining knowledge of the arts and developing a global outlook.

Mathematics

Mathematics is the study of numerical relationships, geometrical and spatial properties, quantitative reasoning, and logic. In the area of Mathematics, students will demonstrate basic math skills and apply quantitative reasoning. Courses in this category provide students with learning experiences that include practical application of mathematical concepts.

Natural Sciences

Natural Sciences is the study of the physical world and how life works. In the area of Natural Sciences, students will demonstrate understanding of the natural world, its processes, and the inter-relationships of its systems. Students will apply the scientific method to find answers, prove or disprove hypotheses, analyze claims, and discover facts. Courses in this category provide students with learning experiences that include exploration of the world around them.

Social Sciences

Social Sciences are the study of human society and behaviors, cause and effect, and limited resources encountered by consumers within a society. In the area of Social Science, students will demonstrate an understanding of human behavior, historical events, cultural and societal differences, consumer behavior, and the inter-workings of an economy. Courses in this category provide students with learning experiences that include analyzing and interpreting of data and evaluating society as a whole.

GENERAL EDUCATION REQUIREMENTS FOR RASMUSSEN UNIVERSITY

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-division 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.

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 Composition	Lower (Freshman) Level at this institution	Freshman Composition	Freshman Composition Skills	Freshman Composition Skills I	No Lab 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 University System institution is guaranteed to receive transfer credit for ENC 2101 at a 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 (<http://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 University Course Numbering System

Those courses offered by the University that are not part of the Florida Statewide Course Numbering System are identified by a unique six-character code.

Program Length

A Rasmussen University student enrolled in 11- or 12-week traditional quarters is considered full time when they are 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 University divides the total program credits by 12 for full-time students and 8 credits for part-time students.

A student enrolled in a graduate degree program is considered full time when they are taking a minimum of 8 credits per quarter and part time at 4 credits. To calculate the length of a graduate program, the University divides the total program credits by 8.

Students enrolled in a Flex Choice CBE six-month term program are considered full time when they are taking 18 or more credits per term. A student is considered three-quarter time when they are taking 14-17 credits and part time when the student is taking 9-13 credits per term. A student is considered less than part time when they are taking eight or fewer credits. To calculate the program length, the University divides the total program credits by 18 for full-time students.

Credit Definition

Credit Hour – The unit by which Rasmussen University 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 University 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, or practicum contained in a quarter, or the equivalent in directed study. Students are expected to complete at least two hours of 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 Co-requisites

In order to take a course that lists a prerequisite, the student must have successfully completed the prerequisite course prior to registering for the post-requisite course. A student who drops, withdraws, or fails a prerequisite course will be withdrawn from any future courses that classify that course as a prerequisite.

A course that lists a co-requisite must be taken concurrently with the co-requisite course in the same quarter or six-month term. In the case of a course with multiple components (i.e., L/LL suffix) identified as a co-requisite, the courses must be taken simultaneously as they are considered a single course in the assignment of final grades.

A course listed as a pre- or co-requisite must either be previously completed with a passing grade or taken concurrently with the course listing the pre- or co-requisite.

Prerequisites and co-requisites may be waived in unusual circumstances only with the approval of the Department Chair or Department Dean. It is the responsibility of students for knowing and adhering to pre- and co-requisite requirements.

ACG 1022 Financial Accounting I
40 hours, 4 credits

This course defines accounting objectives and their relation to business. Students 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: ACG 1022 Financial Accounting I, or ACG 2209 Principles of Financial Accounting for Managers

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 cost methods, data processing, economic analysis, budgeting, and management and financial control.

Prerequisite: None

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: None

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 cost 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 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 costs.

Prerequisite: None

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 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 are also studied. Further, this course focuses on mergers and acquisitions and foreign currency translations as they relate to corporate reporting and financial decision-making.

Prerequisites: Intermediate Financial Accounting I; Intermediate Financial Accounting II

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

Students will complete an internship within an Accounting/Finance discipline with their current employer or a Rasmussen corporate/business partner. The University 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 5500 Accounting for Business Analysis
40 hours, 4 credits

This course provides an overview of accounting and financial statements used in the decision-making process. Students will interpret various accounting and financial statements to analyze an organization's financial performance and develop investment forecasts. This course equips students with accounting and financial strategies to evaluate how decisions impact the financial position of the organization.

Prerequisite: None

ADV 3100C Brand Development
60 hours, 4 credits

In this course, students will explore the practical and emotional connections to a brand in regard to the overall communication strategy. Students will develop strategies to connect the identity or experience of a product or service to a target market, from the design of visual elements to shaping the customer experience. Students will also examine various methods of tracking and evaluating brand effectiveness.

Prerequisite: GRA 3200C Communicating with Typography

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

COURSE DESCRIPTIONS

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

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 1200C Sketching for Designers
40 hours, 4 credits

Students in this course will develop fundamental sketching skills as they relate to graphic design. The course will progress from basic shapes and contour lines to gesture and perspective drawing. Developing observation skills for line, form, light, shadow, and detail will be emphasized. Students will also learn how to both give and receive design critiques.

Prerequisite: None

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.

Prerequisite: None

AST 2002 Introduction to Astronomy
40 hours, 4 credits

Examines astronomical phenomena and concepts, including the solar system, stars and galaxies, planetary motions, atoms and radiation, and the origin and evolution of the universe.

Prerequisite: None

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 University 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 University 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 University entrance placement exam score.

BSC 2346 Human Anatomy and Physiology I
60 hours, 5 credits

BSC 2346 Lecture (40 hours, 4 credits)
BSC 2346L 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: PHA 1500 Structure and Function of the Human Body in programs that specifically require this course, otherwise none.

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 to 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 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

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 3362 Communication Strategies for Criminal Justice Professionals
50 hours, 5 credits

This course allows opportunities to learn about best practices in communication within the criminal justice field. This includes de-escalation techniques, crisis intervention and conflict resolution skills. This course includes the analysis of the impact of the mainstream and social media on the criminal justice system.

Prerequisite: None

CCJ 3500 Applied Criminology
40 hours, 4 credits

This course analyzes the predominant criminological theories and then evaluates how these theories are utilized in the three criminal justice subsystems: law enforcement, courts, and corrections. This course provides opportunities to demonstrate application of criminological theories to the policy, procedures, and practices within the criminal justice system.

Pre- or co-requisite: CCJ 1000 Introduction to Criminal Justice

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 3695 Diversity and Special Populations in Criminal Justice
40 hours, 4 credits

This course provides historical and contemporary definitions of diverse and special populations within the criminal justice system. It provides opportunities to identify special and diverse populations within the three criminal justice subsystems. This course allows for the evaluation of programs, policies, and procedures utilized by each subsystem in working with these populations from an individual and multi-system approach. Finally, provides opportunities to evaluate emerging trends and practices in working with diverse and special populations within the field of criminal justice.

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: None

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 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 4461 Evidence-Based Practices in Criminal Justice
40 hours, 4 credits

This course will examine the use of evidence-based in the criminal justice system. It provides opportunities to evaluate how law enforcement, the courts and the correctional system have transitioned to data-driven policies, procedures and practices. This course also examines how evidence-based practices support a multi-system approach in the criminal justice system.

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, promotion, employee motivation, conflict, coaching, and discipline.

Prerequisite: None

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. Students will conduct a thorough review of their topic and present their work in the form of a final project.

Prerequisites: CCJ 3700 Research Methods in Criminal Justice; Intended to be taken in the student's final term

CCJ 4617 Mental Health and Substance Abuse in Criminal Justice
40 hours, 4 credits

This course provides opportunities to evaluate and analyze the intersection of mental health and substance abuse and how together they impact the criminal justice system. This course examines unique responses from the perspective of law enforcement, the courts, as well as corrections as the importance of collaboration and multi-disciplinary approaches is studied. This course provides opportunities to analyze emerging trends and challenges to addressing mental health and substance abuse issues in the criminal justice system.

Prerequisite: None

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, 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 1330C Operating Systems
60 hours, 4 credits

In this course, students learn how operating systems such as Windows, Linux, and the Mac OS X are fundamental components 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: Hardware and Software II

CDA 2520C Web Frameworks
40 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: COP 1801 JavaScript

CDA 2725C Systems Analysis and Design
40 hours, 3 credits

This course covers analysis and design of information systems including networks, server environments, and business solutions. Students will be exposed to different projects that have complex systems and be asked to create analysis and design documents and diagrams. Improving the efficiency of systems will be a primary goal of this course.

Prerequisite: Introduction to Networks

CDA 3315C Fundamentals of Enterprise Architecture
60 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.

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 3515C Information Technology Systems Analysis
60 hours, 4 credits

The emphasis of this course is to define the problem, determine the requirements, and develop a team to support solving complex business problems. The systems analysis life cycle is presented as techniques for systematically developing a plan to resolve current-state challenges.

Prerequisite: Management of Information Systems

Prerequisite or Co-requisite: Introduction to Networks (or CompTIA Network + certification)

CDA 3626C Information Technology Systems Design
60 hours, 4 credits

The main objective of this course is to take the business requirements and design effective IT solutions to fulfill those needs. A holistic approach to hardware and software integration is researched. The student is provided with methodologies for employing critical thinking skills to solve complex business problems.

Prerequisite: Information Technology Systems Analysis

Pre- or co-requisite: Information Technology Systems Analysis

CDA 4859C E-Commerce Development
60 hours, 4 credits

This course is the study of e-commerce development. The topics covered will include research, planning, and design; creation of an e-commerce site Front End; database design, creation, and the use of stored procedures; creation of an e-commerce site Back End; testing, deployment, and maintenance of a completed e-commerce site. This course will prepare students to gain substantial insights to the processes involved in creating optimal e-commerce web sites.

Prerequisite: CGS 1820C Introduction to HTML; CEN 3350C Software Engineering

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 stand-alone 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: COP 1801 JavaScript

CEN 3350C Software Engineering
60 hours, 4 credits

This course will help students understand key concepts related to software engineering practices and how to develop software applications. It will examine the different phases of the software development life cycles and equip students with tools to develop and capture application requirements, design, testing, deployment, and maintenance procedures. Students will also gain the knowledge about managing the whole software project considering constraints, budget, and resources. Students will gain knowledge about the different types of software projects with a special emphasis on the iterative and agile approaches.

Prerequisite: None

CEN 4071C Software Security
60 hours, 4 credits

This course covers the importance of implementing proper security within software solutions. Topics include data cryptography techniques, secure coding practices and techniques, application of software security to the software development life cycle, and the evaluation of software security compliance and industry standards. This course also covers web and mobile app security practices and techniques.

Prerequisite: None

COURSE DESCRIPTIONS

CEN 4200C Malware Reverse Engineering
60 hours, 4 credits

This course provides students with tools and methodology to deduce the design of malware, to determine how something works, discover data used by malware, and to aid in the analysis of malware via disassembly and/or decompilation. The ability to understand malware of unknown origin or malware for which source code is unavailable is a critical skill within the cyber operations field. Use cases include malware analysis and auditing of closed-source software.

Prerequisite: MAD 3300 Discrete Mathematics

CEN 4614C Quality Assurance in Software Engineering
60 hours, 4 credits

This course is the study of quality assurance for software systems and applications. Topics covered will be configuration management; software testing products, processes, and techniques; defect management, tracking, and reporting; and industry standards related to software quality and information assurance. This course will prepare students for the activities that provide confidence to stakeholders that a software solution will fulfill its quality requirements.

Prerequisite: None

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 configurations by emphasizing practical, real-world principles.

Prerequisite: Introduction to Networks

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.

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 recent HTML coding standards. The course is a step-by-step approach for learning how to create, format, and enhance a webpage using HTML.

Prerequisite: None

CHM 1100C General Chemistry
50 hours, 4 credits

This course introduces students to the principles of chemistry with concepts and applications to understanding the world around us. Chemical topics covered in the course include basic chemical nomenclature, measurements, atomic theory, bonding, stoichiometry, states of matter, solutions, acids and bases, and basic chemical reactions. This course includes a virtual lab to practice and apply chemistry concepts.

Prerequisite: None

CIS 1308 Logic and Troubleshooting
40 hours, 4 credits

This course provides students with 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 student's ability to form reasonable hypotheses for solving problems of a technical nature.

Prerequisite: None

CIS 1538C Hardware and Software I
60 hours, 4 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, and maintenance planning. Finally, students 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 the first part of the A+ certification exam.

Prerequisite: None

CIS 1648C Hardware and Software II
60 hours, 4 credits

This course is a continuation of Hardware and Software I, which prepared students for the first part of the CompTIA A+ exam. This course will prepare students for the second part of the CompTIA A+ exam, focusing on operating systems, file management, security, and troubleshooting. Using the Windows operating system, students will learn how to set up printers, file sharing, and troubleshoot problems related to the same. Operating system security and methods to prevent intrusion will be discussed. Concepts of virtualization and other common operating systems will be introduced.

Prerequisite: Hardware and Software I

CIS 1710C Administering Windows Server
60 hours, 4 credits

This course provides introductory coverage to implement, administer, and troubleshoot information systems that incorporate servers in a networked computing environment. In addition, this course will emphasize the use of proper server roles based on business requirements. This course uses a combination of lectures, demonstrations, discussions, online assignments, and hands-on labs to reinforce course materials.

Prerequisite: Hardware and Software II

CIS 2647C Windows Directory Services
60 hours, 4 credits

In-depth coverage of the skills necessary to install, configure, and administer Network Directory service.

Prerequisite: Administering Windows Server

CIS 2911 Information Technology Capstone
20 hours, 2 credits

The student gets to showcase the culmination of their skills in this capstone course. All areas of their learnings will be tested and applied through a project that is modeled on a real-world scenario. Management skills, project management, resource allocation, policies, and procedures are but a few of the skills that will be applied by the student to successfully complete this course. The intent of this course is to develop a portfolio-worthy project designed to demonstrate the knowledge of the student to improve their career standing within their current position or with a potential employer.

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

CIS 2960C Network Systems Administration Capstone
30 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 3086 Principles of Cyber Security
30 hours, 3 credits

This course introduces students to a detailed examination of a systems-wide perspective for cyber security. Students will be introduced to security strategic planning processes, which includes an examination of policies, procedures, and staffing functions necessary to organize and administer ongoing security functions in an organization.

Prerequisite: ISM 2321 Managing Information Security

CIS 3139 Security Risk Assessment
40 hours, 4 credits

This course explores the elements of risk management essential to the business environment. This course will develop the rationale for risk-management strategies 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

CIS 3240C Security Controls
50 hours, 4 credits

This course develops basic understandings behind regular monitoring and reporting of business processes to guarantee data security. Topics include analyzing fundamental business processes, describing objectives behind trust service principles, creating security controls to meet trust service principle objectives, generating control test plans, designing monitoring techniques, and designing reporting techniques.

Prerequisites: CNT 3126 Advanced Networking; CNT 3003 Advanced Network Security

CIS 3332 Cyber Security Policy Analysis
40 hours, 4 credits

This course includes a discussion and assignments on security policies that can be used to help protect and maintain a network, such as acceptable use policy, password policy, email policy, and internet policy. Topics include organizational behavior and crisis management, cyber security policies, organizational change, and cyber security training.

Prerequisite: CIS 3086 Principles of Cyber Security

CIS 3417 Regulatory and Legal Compliance
40 hours, 4 credits

This course provides an overview of the legal, institutional, and regulatory frameworks that businesses should put in place to address information security. This course identifies the laws, rules, and procedures for all individuals accessing and using an organization's IT assets and resources.

Prerequisite: CIS 3086 Principles of Cyber Security

CIS 3550C Information Technology Business Administration
50 hours, 4 credits

Students completing the IT Business Administration course should be familiar with several business aspects of the IT organization and how it drives value for the organization at large. Several areas of business are covered from basic accounting principles, rudimentary management topics, and a survey of information technology hierarchy structures. Business ethics, hiring practices, and making sound financial decisions are described. The student will come away with a broad view of how the development and support of organizations co-exist and function within the larger organizational context.

Prerequisite: None

CIS 3574C Organizational Policy
40 hours, 3 credits

This course will allow students to learn and strengthen their understanding of organizational policies and frameworks. Students will apply these learned policies in complex business cases by coming up with innovated solutions to support what is required in today's workplace. Students will expand and collaborate with partners where needed and use these organizational policies to drive and transform the thinking in their organization when change is required.

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: ISM 4470C Information Technology Project Management II.

**CIS 4028C Cryptography and Traffic Analysis
60 hours, 4 credits**

This course covers how cryptanalysis theory can be used to address confidentiality, integrity, and availability (CIA) in an enterprise environment. This course also covers how enterprise organizations can decipher internal data communications for traffic analysis and reporting. 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.

Prerequisite: None

**CIS 4039 Auditing Information Technology
Infrastructure
40 hours, 4 credits**

This course covers the principles, approaches, and methodology in auditing information systems to ensure the processes and procedures are in compliance with pertinent laws and regulatory provisions, especially in the context of cyber security.

Prerequisite in the Information Security Bachelor's Degree: CIS 3257 Legal and Security Issues

Prerequisite in the Cyber Security Bachelor's Degree: None

**CIS 4162C Enterprise Storage Management
60 hours, 4 credits**

This course will cover various methods of data management. Students will learn to design and implement 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 maintaining both on-site and off-site data backups and creating a backup policy.

Prerequisite: CNT 3126 Advanced Networking

**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.

Prerequisite in the Information Security Bachelor's Degree: Cloud Computing

Prerequisite in the Cyber Security Bachelor's Degree: None

**CIS 4222C Managing Security Awareness
50 hours, 4 credits**

This course identifies key components of a security awareness program including continuous improvement strategies. This includes three major steps in the development of an IT security awareness and training program. Topics include designing the program, developing awareness strategies and training material, and implementing the security awareness program.

Prerequisite: None

**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 in the Information Security Bachelor's Degree: Linux Administration

Prerequisite in the Cyber Security Bachelor's Degree: Cryptography and Traffic Analysis

**CIS 4412C Information Technology Security
60 hours, 4 credits**

In this course, students examine the basic concepts of information systems security. Students strengthen their knowledge of IS security and learn various components required to ensure the system's security around both hardware and software.

Prerequisite: None

**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 in the Information Security Bachelor's Degree: Linux Administration

Prerequisite in the Cyber Security Bachelor's Degree: Cryptography and Traffic Analysis

**CIS 4655C Advanced Mobile Web Application
Development
60 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 4784C Big Data
60 hours, 4 credits**

This course is the study of Big Data and its importance and application in today's competitive markets. Big Data topics covered include infrastructural technologies, architectures, and processes to collect, store, process, analyze, and visualize huge amounts of data. This course will prepare students to begin developing software solutions that transform Big Data into actionable intelligence that informs business decisions.

Prerequisite: COP 3703C Database Systems

**CIS 4836C Web Analytics
60 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.

Computer Science Bachelor's Degree

Prerequisite: CDA 3315C Fundamentals of Enterprise Architecture

Marketing Bachelor's Degree

Prerequisite: MAR 3128 Foundations of Digital Marketing

**CIS 4929C IT Management Capstone
60 hours, 4 credits**

Covering all areas of the IT Management curriculum, this comprehensive project gives students a framework, based on real-world situations to exercise critical thinking, problem solving, leadership and project-management skills.

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

**CIS 4955C Cyber Security Capstone
60 hours, 4 credits**

This course includes a summative assessment project that covers all areas of the Cyber Security Bachelor's degree curriculum. This comprehensive project gives students a framework, based on real-world situations to exercise critical thinking, problem solving, leadership, and security skills. This course presents the student with a data breach scenario requiring completion of a Root Cause Analysis Report (RCA) along with an Incident Response Management Plan (IRP). This course also prepares a student for the System Security Certified Practitioner (SSCP) certification exam.

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

**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. This course includes a fieldwork assignment.

Prerequisite: Introduction to Criminal Justice

**CJC 4600 Advanced Correctional Practices
40 hours, 4 credits**

This course critically examines practices of the correctional system. This includes the applicable laws and challenges of corrections. This course also examines how the goals of sentencing are achieved and promote safety and behavior modification in institutional and community corrections. This course provides opportunities to defend the practices of the correctional system in reducing recidivism and promoting public safety.

Prerequisite: None

**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

**CJE 1775 Special Populations:
Law Enforcement Response
40 hours, 4 credits**

This course will explore the role of law enforcement in serving special populations in our communities. It focuses on mental illness, substance abuse, and other disabilities. Students will examine law enforcement's work with victims and explore cultural diversity in policing.

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, and 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

COURSE DESCRIPTIONS

CJE 2422 Communication and Problem-solving in Law Enforcement
40 hours, 4 credits

Students will explore the various communication and problem-solving skills required to be successful in law enforcement. They will examine effective interpersonal skills, written skills, and communication techniques appropriate for the incident or audience. Topics covered in this course are crisis intervention and crisis management techniques, the importance of effective listening, and interviewing skills. Students will demonstrate proper report writing skills as they prepare a variety of law enforcement-related documents and explore use of technology by law enforcement officers.

Prerequisite: Special Populations: Law Enforcement Response

CJE 2566 Ethics and Psychology for Law Enforcement Professionals
30 hours, 3 credits

This course will examine the ethical dilemmas encountered by law enforcement professionals. Students will analyze the roles of discretion, bias, and professionalism in the field. The course will also examine sources and effects of stress in law enforcement and explore preparation for and management of stress.

Prerequisite: CJL 1381 Criminal Law and Procedures: Crime and the Courtroom

CJE 2990 Capstone for Law Enforcement
20 hours, 2 credits

This course will focus on demonstrating mastery of the knowledge and skills needed for a successful law enforcement career. Students will evaluate criminal laws, procedures, and professional standards, and will reexamine learning about diverse community populations. Students will also review licensing requirements, and the application and hiring processes to prepare for their future career.

Prerequisite: Students must be enrolled in the Law Enforcement program and in their last or second to last quarter.

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: None

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: CJE 2566 Ethics and Psychology for Law Enforcement Professionals; 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: CJE 2566 Ethics and Psychology for Law Enforcement Professionals; 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
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: CJE 2566 Ethics and Psychology for Law Enforcement Professionals; 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: CJE 2566 Ethics and Psychology for Law Enforcement Professionals; 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 drug 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

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 court 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

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: CJL 1381 Criminal Law and Procedures: Crime and the Courtroom or CJL 1747 Applied Criminal Procedures

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.

Information Technology, and Network Systems Administration Associate's Degrees:

Pre- or co-requisite: Hardware & Software II

Computer Science Bachelor-Completer Entrance Option: Prerequisite: None

CNT 3003 Advanced Network Security
50 hours, 4 credits

This course offers an in-depth study of current network security technologies that help maximize investment in foundational network security strategies. This course also aligns to the Cisco CCNA certification objectives, covering protocols used to implement network security services, firewall security using ASA ACL and Modular Policy Framework, and on- and off-site secure communications protocols. In addition, this course takes an in-depth look at network defense concepts and techniques. Students will examine the tools, techniques, and technologies used in the securing of information assets. Topics covered include intrusion detection, virtual private networks (VPN), incident response strategies and planning, wireless network security, and securing data in a cloud.

Prerequisite: CET 2522C Cisco Network Routing and Switching (or CCENT 100-105 ICND1 ver. 3 certification)

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. Topics include enterprise network needs to deliver business objectives, layered security defense configuration, advanced routing technologies, threat intelligence platforms, hardening server operating systems, and business systems.

Prerequisite in the Cyber Security Bachelor's Degree: Introduction to Networks

Prerequisite in the Cyber Security Bachelor's Degree: Windows Directory Services (or MCSA 70-741 certification)

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.

Prerequisites: CNT 3348 Infrastructure and Hardware

CNT 3348 Infrastructure and 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: CIS 1648C Hardware and Software II; or, CompTIA A+ certification I

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 in the Cyber Security Bachelor's Degree: Introduction to Networks

Prerequisite in the Cyber Security Bachelor's Degree: Advanced Networking

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, back-end, 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

The topics of client service at the appropriate levels are covered. Service-level agreements (SLAs) and their financial implications are detailed so the student can help make informed decisions and priorities based on organizational needs.

Prerequisite: None

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 University 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 University 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 and research question, and the selection, evaluation, and integration of sources into an annotated bibliography.

Prerequisite: None

COM 3278 Explorations of Human and Computer Languages

In this non-computer programming 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 classes, including attributes, behaviors, and the methods that can be applied to them. Programs will be developed and implemented utilizing object-oriented software for design modeling.

Prerequisite: Foundations of Software Design

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 course ends with an analysis of functions and classes and how these elements are used in different programming projects.

Computer Science Bachelor's Degree:

Prerequisite: None

Data Analytics Bachelor's Degree:

Prerequisite: QMB 1200C Object-Oriented Programming Using Java

Data Analytics Bachelor-Completer Entrance Option:

Prerequisite: None

Software Application Development Associate's Degree:

Prerequisite: COP 1044C 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 1801 JavaScript
40 hours, 3 credits

In this course, students learn how to effectively create webpages using the JavaScript programming language. Students will gain exposure to programming, debugging, and testing webpages created with this language. This course builds upon HTML principles.

Prerequisite: CGS 1820C Introduction to HTML

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.

Software Application Development, and Web Programming Associate's Degrees:

Prerequisite: Introduction to Object-Oriented Programming

Computer Science Bachelor-Completer Entrance Option:

Prerequisite: None

COP 2350C Advanced C++ Programming
50 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
40 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
50 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
50 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
40 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 a relational database. 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 2955L Web Programming Capstone
40 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.

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

COURSE DESCRIPTIONS

**COP 3000C Introduction to Computer Science
40 hours, 3 credits**

This course is the study of Computer Science. The topics covered will be the evolution of Computer Science; the impact of Computer Science on society and business operations; an evaluation of the various specialties within the field of Computer Science; an overview of hardware and software technologies used in Computer Science; and security measures in Computer Science. This course will prepare students to understand what Computer Science is and how it relates to their everyday lives.

Prerequisites: This course should be taken in the student's first quarter

**COP 3026C Programming Languages
60 hours, 4 credits**

This course will serve as an introduction to foundational programming language concepts. Students will gain perspectives about the history of programming languages and learn about the traditional and new programming languages including mobile and web. Students will learn how to capture logic at a high level of abstraction and will learn how programming languages handle key programming constructs. The course will also help student understand the use syntax, semantics, and language parsing in programming languages.

Prerequisites: None

**COP 3230C 3230C Operating Systems and Architectures
60 hours, 4 credits**

This course introduces students to detailed aspects of operating systems and software architectures. Students will gain an understanding of thread and process management. The course will also provide students with a knowledge of memory and virtual storage management. Students will also learn how to convert software applications to n-tier software architecture. Students will review file system organization and physical storage management. The course will also focus on the security aspect of the operating system.

Prerequisites: CNT 1244C Introduction to Networks

**COP 3703C Database Systems
60 hours, 4 credits**

This course will provide students with a fundamental overview of database design and operations. Students will learn about the different database types – relational and non-relational (NoSQL). Topics on database security and backup will be covered. Students will also learn to identify parts of a data integration pipeline for optimal configuration.

Prerequisite: COP 1532C Database Fundamentals for Programmers

**COP 3805C Advanced Java Programming
60 hours, 4 credits**

This course gives students knowledge and experience using advanced concepts and programming tools in the Java programming language. Topics covered will include monitoring, database integration, and version control. Students will also be able to understand the design patterns and micro-services architecture.

Prerequisite: COP 2268C Java Programming

**COP 4970C Computer Science Bachelor Capstone
70 hours, 4 credits**

In this course students will demonstrate all of the program competencies for the Computer Science program by creating a comprehensive solution that illustrates the concepts. This includes also demonstrating the course competencies inherent within the program competencies. Areas of coverage include concepts related to software design, software development, architecture, algorithms, data management, and information quality and security. Practical demonstration of these competencies will be implemented by using the industry-standard software development tools that were used previously within the program coursework.

Prerequisite: This course should be taken in the student's final quarter

**COT 4530C Algorithm and Data Structure Analysis
60 hours, 4 credits**

This course will cover the analysis of algorithms that can be used in different computer functions such as sorting, searching, string matching, and graph-theoretic algorithms. The course also covers different methods for effectively using data structures in computer applications. This is achieved through the analysis and estimation of the data structures and corresponding Big-O, Big Omega, and Big Theta run-time rates. The course will also cover analysis to determine in advance that no efficient algorithms exist for those classes of algorithms where no efficient algorithms exist. The theory of (NP-completeness) will be introduced and applied to these algorithms. The course will also include practical programming projects that empirically compare and contrast algorithm performance.

Prerequisite: MAD 3300 Discrete Mathematics

**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 nonfiction. 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.

Prerequisites: Passing grade in Developmental Education coursework or placement determined by Rasmussen University entrance placement exam score

**CTS 1884C Computer Technical Support
40 hours, 3 credits**

This course will familiarize students with computer technical support operations that service an organization. Topics will include service-level agreements, the help desk and field support process, and the procedures and mechanics of issue capture, resolution, and metrics tracking. Students will have been exposed to many support models that the organization may employ for competitive advantage. Additionally, students will be grounded in fundamental terminology, policies, and procedures of the support organization.

Prerequisite: None

**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 applications from the internet, run Windows emulation, and apply Linux in the enterprise network system. 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: Operating 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 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 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
60 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

**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: GRA 1800C Layout Design

**DIG 2300C Graphic Design in 3D
60 hours, 4 credits**

This course introduces the elements and principles of visualizing and designing in 3D space. Students will gain practical experience with 3D software, including modeling, texturing, lighting, and rendering final images. Students will work on 3D design projects in a production setting as they explore the creative capabilities of 3D.

Prerequisites: GRA 1800C Layout Design

**DIG 3150C Design Thinking
60 hours, 4 credits**

This course is the study of the Design Thinking process and its power to solve complex problems. Topics covered include the breakdown and practice of the Design Thinking process, analysis and synthesis of insights, and the impact of creative design solutions for global and social issues. This course prepares students to solve current and future problems through design, with an awareness of their global and social impacts.

Prerequisite: GRA 1700C Elements and Principles of Graphic Design

**DIG 4100C Strategic Design
60 hours, 4 credits**

Students in this course will incorporate Design Thinking to develop a solution for an identified problem. Students will create and present the proposed solution and analyze its global and social impact. In addition, students will evaluate how the Design Thinking process benefits humanity.

Prerequisite: GRA 3100C Contemporary and Emerging Design

**DIG 4200C 3D Design and Animation
60 hours, 4 credits**

This course continues the exploration of 3D space, including creating images for advertising, marketing, and visualization within a 3D workflow. Students will construct complex objects using advanced modeling tools like nurbs and booleans, render images in high resolution, and create keyframe animations to communicate complex, time-based concepts or processes.

Prerequisite: GRA 4200C Communicating with Motion Graphics

**DIG 4540C Digital Video Production
60 hours, 4 credits**

This course will explore the organizational, technical, and creative aspects of professional-level video productions. Basic project management, shooting and production, and technical aspects of shot selection will be explored. Applying these processes and techniques will result in a final production with appropriate scene selection, sound production, video formatting, and professional-level video output.

Prerequisite: GRA 3600C Designing for the User Experience

**DIG 4800C Senior Design Portfolio
70 hours, 4 credits**

Students will create an online portfolio representing their creative and technical accomplishments that highlight their potential for further professional development. The collected work will demonstrate a breadth of design solutions aimed at a diverse group of target markets. Students will polish their communication skills through discussing and presenting their work.

Prerequisite: Must be taken at the end of the program/last term

**DIG 4970C Senior Design Capstone
70 hours, 4 credits**

This course further refines students' skills in Design Thinking, research and synthesis, design practice, and the user experience in preparation for a graphic design career. This course prepares designers to ideate and produce innovative advertising and marketing campaigns through the development of creative design strategies, using current and emerging technologies in solving complex design problems

Prerequisite: Must be taken in student's last quarter

**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: Student must have evidence on record with the University of a TEAS attempt within the past 12 months.

**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 their 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: Expected to be completed in the student's second-to-last or final quarter of the applicable credential level.

**ECO 1000 Principles of Economics
40 hours, 4 credits**

This course offers a broad overview of economic theory, history, and development. Philosophies, policies, and terms of market economies will be explored. This course includes microeconomics and macroeconomic concepts.

Prerequisite: None

**ECO 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 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 an 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 2213 Language and Literacy Acquisition
40 hours, 4 credits**

Students will examine how infant, toddler, preschool, and school-aged English language learners acquire language and literacy. They will be exposed to early childhood programs that support children's home languages, and explore how to create an environment that sustains English language learners.

Prerequisite: EEC 1700 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 2270 Introduction to English
Language Learners
40 hours, 4 credits**

Students will explore effective ways to adapt English language instruction to teach learners in our increasingly diverse population of young children and families. They will examine a range of communication styles, learning styles, and behaviors that affect English language teaching and learning. They will analyze the development of English language skills in all domains through social and cultural lenses.

Prerequisite: EEC 1700 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

COURSE DESCRIPTIONS

**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 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: EEC 1700 Foundations of Child Development

**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: EEC 3005 Communications and Connections for Early Childhood Professionals

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

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

Prerequisite: None

**EEC 3015 Observation and Assessment for Effective Curriculum Planning
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: EEC 1202 Curriculum and Instruction

**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 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 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 abilities to learn and places focus on the impact on the 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 prepare students to identify the unique ways 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 ways in which in children ages 3–5 learn.

Prerequisite: EEC 3220 Child Development – Ages Birth–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 practices 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 by providing an integrated approach for learning. Students place 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 curricula and methods of implementing them, 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 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: None

**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: None

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: EEC 3007 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 4485 Early Childhood Education Advocacy, Research and Policy
40 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: 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 ECE courses. Students will complete a portfolio demonstrating proficiency in transferable skills.

Prerequisite: Must be taken in the student's last session

EEX 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 University entrance placement exam score

ENC 1121 English Composition II
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

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 3247 Investments and Security Markets
40 hours, 4 credits

This course is the study of investments, securities, markets, and regulators. It places focus on understanding how various types of securities work as well as how to value the securities. Topics covered will be stocks, bonds, and derivatives. This course will prepare students for investment and securities analysis.

Prerequisite: None

FIN 3396 International Finance
40 hours, 4 credits

This course is the study of the global process by which the firm moves from a domestic to a multinational business orientation. It places focus on the global financial environment, foreign exchange markets and exposure, financing, and operations of the global firm. The course will prepare students to see finance from a global perspective.

Prerequisite: FIN 3434 Applications in Corporate Finance

FIN 3434 Applications in Corporate Finance
40 hours, 4 credits

This course is the study of the theories, principles, and applications of corporate finance. It emphasizes and integrates analytical frameworks with the decision-making process. Topics covered will be ratio analysis, time value of money, capital structure, capital budgeting, and net working capital management. This course will prepare students to apply appropriate quantitative methodologies to optimize shareholder value.

Prerequisite: None

FIN 3520 Concepts in Personal Financial Management
30 hours, 3 credits

This course is the study of concepts in personal financial management. It places focus on budgeting, credit, investments, insurance, and retirement planning. This course will prepare students for handling the major aspects of personal finances.

Prerequisite: None

FIN 4019 Financial Modeling
40 hours, 4 credits

This course is the study of finance focused on computational and implementational approach. Topics covered will be Excel, best modeling practices, basic finance, valuation, and simulation. Advanced topics such as regression and time-series analysis are also covered. The students will be prepared to build and understand models that are simple and easy for all stakeholders to understand.

Prerequisite: Advanced Principles of Financial Management

FIN 4275 Exploration in Finance
40 hours, 4 credits

This course is a study of the exploration of financial planning. It places focus on all of the aspects that are required to become a certified financial planner. Topics covered will be budgeting, insurance, investing, estate planning, and life insurance. This course will prepare students academically for a career in financial planning.

Prerequisite: None

FIN 4372 Investment Portfolio Management
40 hours, 4 credits

This course is the study of investment portfolio management. It places focus on portfolio theory and assessing and mitigating portfolio risk. Topics covered will be market efficiency, risk, active and passive management, diversification, and asset allocation. This course will prepare students to be investment portfolio managers.

Prerequisites: Investments and Security Markets

FIN 4489 Financial Decision Making and Risk Management
40 hours, 4 credits

This course provides a review of managerial finance concepts and their relation to business, as well as a survey of common analytical techniques and tools used to support decision-making. Topics include financial analysis, analysis tools, data visualization, budgeting, project modeling and analysis, project financing, benchmarking, key performance indicators, and risk mitigation.

Prerequisite: None

FIN 4970 Capstone for Finance
40 hours, 4 credits

The capstone course is the opportunity for students to demonstrate mastery of the knowledge and skills they have gained throughout the program. Students will be required to apply all their knowledge learned to review financial statements and make a sound financial decision.

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

COURSE DESCRIPTIONS

FIN 4985 Finance Internship
100 hours, 4 credits

Students will complete an internship within a finance discipline with either their current employer or an organization of their choice (students need to find their own internship opportunity). The internship will integrate prior coursework into a comprehensive demonstration of finance principles and will provide students with hands-on learning opportunities and professional experiences. During the internship, the student will follow an employer mentor, complete a project(s), and finalize 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

FIN 6466 Financial Analysis and Decision-Making
40 hours, 4 credits

This course provides an overview of the financial decision-making process and strategies to ensure the organization allocates assets to maximize return while minimizing risk. Key concepts introduced include financial ethics, corporate finance, financial risk, cost of capital, and risk-reward benefits. Students will analyze financial statements and strategies, appraise organizational investments, and determine the financial sustainability of an organization.

Prerequisite: ACG 5500 Accounting for Business Analysis

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 is the study of advanced tools used in short- and long-term financial management. It emphasizes corporate valuation and financial planning. Topics covered will be derivatives, capital asset pricing model, risk management, securities, and asymmetric information in the financial market. This course will prepare students to leverage sophisticated quantitative management tools to strengthen a firm's financial position.

Prerequisite: None

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

In this course, students will learn about how consumers act and what factors influence those actions. Topics include the individual makeup of consumers, such as their personality or lifestyle, and the influencing factors around them, such as their peers or social expectations. Students will examine the consumer decision-making process and learn how businesses can utilize it in order to be more successful.

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 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

In this course, students will become familiar with the technical knowledge of website development and publishing. Key areas include usability studies, information architecture design, and working with various technology tools to develop the website.

Prerequisite: MAR 3128 Foundations of Digital Marketing

GEB 4505 Organizational Development
40 hours, 4 credits

In this course, students examine qualitative approaches, quantitative approaches, and process-based approaches to organizational development through the stories of professionals involved in organizational change. Students will critically examine the design, management, and control of organizational development programs.

Prerequisite: None

GEB 4513 Emerging Trends, Markets, and Technologies in Business
40 hours, 4 credits

This course focuses on emerging technology and trends in business, including cognitive intelligence and smart technologies. Additionally, students will be introduced to technologies related to the human experience and digital transactions, as well as the emerging trend of sustainable and renewable resources in business.

Prerequisite: None

GEB 5458 Corporate Responsibility and Sustainability
40 hours, 4 credits

This course provides an overview of corporate responsibility and sustainability strategies that enhance a company's competitive advantage. Students will study the impact of community involvement, sociological perspectives, ethics, compliance, and sustainability on an organization's competitive advantage. This course will also explore differentiating between internal and external stakeholders as well as how politics and government regulations and management of resources for sustainability can influence business decisions.

Prerequisite: None

GEB 6860 Master of Business Administration Capstone
40 hours, 4 credits

This course is designed for students to apply the knowledge they have learned throughout the Master of Business Administration program. Key areas of focus include value chain management, operations management, marketing, accounting and financial management, leadership, business intelligence and analytics, entrepreneurship, innovation, and change management as well as corporate responsibility and sustainability. This course is designed to be taken at the end of the program.

Prerequisite: Should be taken in the last term

GEO 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 humankind'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 1000C Graphic Design Tools and Techniques
60 hours, 4 credits

Students will utilize industry standard design software in the creation of graphic design images. Basic tool functions and techniques in both raster and vector modes will be explored.

Prerequisite: None

GRA 1206C Typography
40 hours, 3 credits

This course is an introduction to the history, forms, and use of typefaces and letterforms in digital design. Basic typographic vocabulary and fundamentals are emphasized to develop a creative understanding of and technical competence in using type as both a visual aspect of design language and as a means to enhance communication. The student will use design software to produce major typographic projects for multiple forms of media.

Prerequisite: None

GRA 1500C Graphic Design Trends and Movements
60 hours, 4 credits

Students in this course will gain an understanding of graphic design through the various movements and technological developments throughout history, with an examination of how graphic design fits into the human experience. This course focuses on the concepts of design in cultural and social movements, with a look toward future developments.

Prerequisites: None

GRA 1600C Color Theories and Applications
40 hours, 3 credits

This course introduces important concepts in color as they relate to emotion and perception. Graphic designers will learn to effectively communicate using hue, value, intensity, proportion, and placement in composition. Students will also learn how to use color in solving design problems.

Prerequisites: None

GRA 1700C Elements and Principles of Graphic Design
60 hours, 4 credits

The fundamental elements and principles of graphic design will be explored and implemented in the creation of basic compositions. Concepts such as contrast, rhythm, and balance will be studied, while additional vector and graphic techniques are explored.

Prerequisite: GRA 1000C Graphic Design Tools and Techniques

**GRA 1800C Layout Design
40 hours, 3 credits**

This course expands upon the elements and principles of graphic design to create engaging compositions. Students will gain skills in visual problem solving with emphasis placed on the relationships between images and text. In addition to the functions of layout software, students will learn about visual structures that enhance communication.

Prerequisite: GRA 1600C Color Theories and Applications, GRA 1206C Typography

**GRA 1900C The Art and Business of Design
40 hours, 3 credits**

This course will refine the design skills that students have to offer the marketplace. Students will be able to identify prospective clients and learn what clients expect from a graphic design professional. Projects will guide students in pricing design services and exploring essential legal issues that are relevant to the graphic design industry.

Prerequisite: GRA 1700C Elements and Principles of Graphic Design

**GRA 2100C Design for Marketing
40 hours, 3 credits**

This course introduces students to the concepts, activities, and analyses that comprise the marketing process, and graphic design's role within the process. Emphasis is placed on building practical skills in solving marketing problems within our culturally diverse, global society. Components of marketing and promotion are examined, and students will learn to evaluate and develop marketing and design briefs.

Prerequisite: GRA 1800C Layout Design

**GRA 2200C Responsive Web Design
60 hours, 4 credits**

This course further develops HTML and CSS skills to create responsive Web designs. Students examine how layouts, typography, and images get presented in Web browsers while exploring Web accessibility guidelines and troubleshooting techniques. This course also introduces students to a mobile-first approach to Web design across multiple devices.

Prerequisite: GRA 2800C Web Design Fundamentals

**GRA 2260C Graphics in Motion
60 hours, 4 credits**

This course introduces students to motion graphics and their place in graphic design. Students use a variety of techniques to create basic animations that include keyframing, 2D imagery, typography, video, and audio. Students learn how to apply effects and blending modes to enhance their motion graphics projects. This course also prepares students for incorporating motion into graphic design projects.

Prerequisite: GRA 1800C Layout Design

**GRA 2700C Graphic Design Campaigns
70 hours, 4 credits**

This course focuses on the development of media campaigns for specific target markets. Students will develop campaign elements across multiple platforms, determine budget and production costs, and create a marketing communication strategy. Factors affecting consumer behavior within a target market will also be explored.

Prerequisite: Must be taken in student's last quarter

**GRA 2800C Web Design Fundamentals
40 hours, 3 credits**

This course is an introduction to online interactivity. Students will plan, design, and publish online websites that incorporate text, images, animation, navigation, and other interactive elements using industry-standard software. Students will employ essential design principles using online interactive design tools and HTML and CSS for structure and styling in the creation of single and multi-page websites.

Prerequisite: GRA 1800C Layout Design

**GRA 2970C Graphic Design Portfolio
70 hours, 4 credits**

This course prepares students for successful employment within the graphic design industry by helping them develop and refine their creative work in the development of a professional graphic design portfolio. Students will learn how to present themselves and their work professionally through the use of the internet, resumes, cover letters, portfolios, and job interviews.

Prerequisite: Must be taken at the end of the program/last term

**GRA 3005C Interactive Publishing
60 hours, 4 credits**

This course focuses on the creation of interactive media from static content. Students explore the compatibility and limitations of various devices with elements of interactivity while designing documents appropriate for best practices in interactive media and engaging user experiences.

Prerequisite: GRA 3200C Communicating with Typography

**GRA 3100C Contemporary and Emerging Design
60 hours, 4 credits**

Students will analyze the abilities of cutting-edge design strategies and emerging technologies to influence society. In addition, they will study the role of ethics and responsibility in the design profession. Incorporating sustainable practices into design solutions will be emphasized.

Prerequisite: GRA 1500C Color Theories and Applications

**GRA 3150C Media Production Processes
40 hours, 3 credits**

This course is a review of the digital composition of proper file formats and extensions for multiple design applications. Correct file resolution, rendering, saving, and exporting will be explored as they relate to final professional digital design output. An emphasis on final professional-level delivery will be explored.

Prerequisite: GRA 1000C Graphic Design Tools and Techniques

**GRA 3200C Communicating with Typography
60 hours, 4 credits**

This course is a deeper exploration of typography in the application of type for visual communication. Students will develop solutions for social and business communications with an awareness of global and multicultural challenges. Branding, marketing, and user experience will be explored through authentic projects.

Prerequisite: GRA 1206C Typography

**GRA 3300C Collateral Design
60 hours, 4 credits**

This course focuses on the various design elements that comprise a comprehensive visual identity system for a business or organization. Students will design and present collateral pieces while also analyzing media and production costs of each. Multiple forms of media will be explored in the development of a final project and proposal that encompass various collateral media.

Prerequisite: ADV 3100C Brand Development

**GRA 3400C Design Business Strategies
40 hours, 3 credits**

This course focuses on business concepts that designers must understand in order to execute successful solutions. Topics covered include brand features, benefits and values, budgeting and scheduling, business positioning, and client communication. This course will build a strategic foundation for creative development as well as business acumen.

Prerequisite: None

**GRA 3600C Designing for the User Experience
60 hours, 4 credits**

This course is the study of the user experience design process. It focuses on problem analysis, target audience research, empathy, and assessment methods. Students will use design to solve problems and create better experiences for end users. They will also communicate their design processes and the effectiveness of their solutions in a professional manner.

Prerequisite: GRA 3200C Communicating with Typography

**GRA 4100C Advanced Image Editing
60 hours, 4 credits**

This course focuses on advanced concepts and techniques for the creation of professional images in print, web, and digital media. Students will identify and apply creative solutions to visual challenges, as well as explore the ethical and legal issues of image editing, including copyright.

Prerequisite: GRA 3100C Contemporary and Emerging Design

**GRA 4150C User Interface Design
60 hours, 4 credits**

Students in this course will focus on the physical and technical elements of human-computer interaction as they relate to the design of effective navigation of a device or program. Concepts and theories around the design of "easy-to-use" graphical and audio user interfaces will be explored, from discoverability and predictability to cognitive load. Students will also learn about related attributes of interface design, including accessibility issues and user-testing.

Prerequisite: GRA 3600C Designing for the User Experience

**GRA 4200C Communicating with Motion Graphics
60 hours, 4 credits**

This course focuses on using motion graphics to communicate complex messages. Students incorporate 2D and 3D imagery, text, video, and audio into projects and animate them with keyframes, expressions, and effects. Kinetic typography, motion tracking, and camera layers will be introduced. Students will develop these skills to create animated infographics and render them for multiple forms of media.

Prerequisite: GRA 3600C Designing for the User Experience

**HIM 1103 Coding Foundations
50 hours, 4 credits**

This course provides students with an overview of the coding classification systems, use of code books, and hands-on experience with electronic encoders, in preparation for success in the ICD-CM, ICD-PCS, and Ambulatory Coding (CPT) courses. Students gain a fundamental understanding of the applications for the various coding classification systems along with billing and reimbursement practices within a variety of settings. Emphasis is placed on developing ethical coding and billing practices with the application of official coding guidelines and standards.

Pre- or co-requisites: HSC 1531 Medical Terminology; PHA 1500 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 inpatient, outpatient, and physician care settings. Students apply International Classification of Diseases-10-Procedure Coding System (ICD-10-CM) coding guidelines appropriate to the coding situation and learn diagnostic coding of all body systems. Students are introduced to industry-accepted sources for coding guidance. Practice in the use of coding and grouper software introduced in Coding Foundations further develops student skills with these tools. Students explore the use of ICD-10-CM codes in the billing and reimbursement functions with the opportunity to practice claim form completion.

Prerequisite: HIM 1103 Coding Foundations

Pre- or co-requisite: HIM 2224C Health Information Pathophysiology and Pharmacology

**HIM 1126C ICD-PCS Coding
40 hours, 4 credits**

This course provides an in-depth study of the International Classification of Diseases-10-Procedure Coding System (ICD-10-PCS) using exercises and health records to develop skill and accuracy in assigning codes in the inpatient setting. Students apply ICD-10-PCS coding guidelines supported by health record documentation. Students use encoders and identify appropriate online resources to help determine correct codes. Emphasis is placed on developing ethical coding and billing practices with the application of official guidelines for coding and reporting. Students explore the physician query process and the use of ICD-10-PCS codes in the billing and reimbursement functions with the opportunity to practice claim form completion.

Prerequisite: HIM 1103 Coding Foundations

Pre- or co-requisite: HIM 2224C Health Information Pathophysiology and Pharmacology

COURSE DESCRIPTIONS

HIM 1257 Ambulatory Coding
40 hours, 4 credits

This course provides an in-depth study of the Healthcare Common Procedure Coding System (HCPCS) / Current Procedural Terminology (CPT) Coding System using exercises and health records to develop skill and accuracy in assigning codes for providers and outpatient services. Students apply coding guidelines supported by health record documentation. Students use encoders and identify appropriate online resources to help determine correct codes. Emphasis is placed on developing ethical coding and billing practices with the application of official guidelines for coding and reporting and the opportunity to practice claim form completion for physicians and outpatient services.

Prerequisite: HIM 1103 Coding Foundations

Prerequisite or Co-requisite: HIM 2224C Health Information Pathophysiology and Pharmacology

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 students to the field of health information management. Topics include health information roles, various healthcare providers, and the different clinical/organizational settings these professionals work in as well as health information service operational functions. This course explores the fundamental health information management concepts as well as the ability to identify health record content and format in various formats and based on external and internal regulations and accreditation standards. Data quality characteristics and data governance are introduced to students emphasizing the importance of data accuracy and integrity.

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 2135 Revenue Cycle Management
40 hours, 4 credits

This course focuses on the revenue life cycle from initial patient contact through final reimbursement and auditing. Students are introduced to the services, job functions, and responsibilities involved in revenue cycle functions and management. Revenue cycle processes, including auditing and financial controls, are evaluated. A variety of reimbursement methodologies and payer plans are examined, and students have an opportunity to assess revenue cycle regulations and guidelines along with internal and external reporting requirements.

Prerequisites: HIM 2000 Introduction to Health Information Management; CGS 1240 Computer Applications and Business Systems Concepts

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 2224C Health Information Pathophysiology and Pharmacology
40 hours, 3 credits

This course focuses on the exploration of human pathophysiology and pharmacology, centering on specific disease processes in the human body, including the cause, diagnosis, and treatment of disease. Topics include drug classifications, drug actions, the most commonly prescribed drugs, and reference materials. This course further develops practice for health information students in identifying key information from the health record related to the diagnosis and treatment of disease in order to support correct coding and quality management of the medical record.

Prerequisite: PHA 1500 Structure and Function of the Human Body

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

This course provides students a foundation in the United States legal system and healthcare laws, regulations, processes, and ethical considerations impacting health information. Topics include healthcare laws and regulations surrounding patient privacy and confidentiality, protected health information, release of information, fraud and abuse, and the legal health record. This course develops the student's ability to identify and respond to potential ethical dilemmas in health information management.

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 2515 Management and Leadership in Health Information
40 hours, 4 credits

This course prepares students for the management of health information services and personnel and performance of entry-level supervisory and management functions. Students are introduced to fundamental management and leadership principles and skills with application to health information departments and services. Topics covered include ethical standards of practice, cultural diversity, organizational change impacts, human resource strategies, performance improvement techniques, and financial management processes, including organizational, departmental and capital budgeting, workforce training, meeting tools and techniques, and interdisciplinary and professional teams.

Prerequisite: HIM 2000 Introduction to Health Information Management

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 2589C Healthcare Statistics and Data Management
40 hours, 3 credits

This course introduces students to the study of the calculation of statistics for healthcare operations and the analysis and graphical presentation of data using statistical and data presentation and report generating tools. Students articulate health record documentation and reporting related to regulatory requirements, the basic concepts of managing data, and the principles of research used in healthcare. This course provides a foundation for students to continue to engage in applying health informatics concepts in the management of health information, including managing data within a database system, analyzing trends, and reporting data graphically to meet the needs of healthcare stakeholders.

Prerequisites: STA 1625 Essential Statistics and Analytics; CGS 1240 Computer Applications and Business Systems Concepts

HIM 2624C Data Analytics and Informatics in Healthcare
40 hours, 3 credits

This course builds upon the foundation learned in the previous course on healthcare statistics and data analytics by providing more in-depth opportunities to manage data within a database and assess methodologies related to health information management to meet stakeholder needs, considering national standards for reporting and exchange of information. Topics focus on the evaluation of data to identify trends, formatting health data using various visual displays and presentation tools, and applying data governance principles to collect and manage data using database management tools. Students have the opportunity to explore the role of emerging technologies in healthcare and patient engagement.

Prerequisites: STA 1625 Essential Statistics and Analytics; HIM 2589C Healthcare Statistics and Data Management; HIM 2000 Introduction to Health Information Management; CGS 1240 Computer Applications and Business Systems Concepts

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 2655C Healthcare Technologies
50 hours, 4 credits**

This course focuses on the components of an electronic health record (EHR) and the elements of electronic health record planning, implementation, and ongoing use and management. Students are introduced to data dictionaries and the use of databases and reporting healthcare information. The history of EHRs, applicable EHR regulations and standards, and common challenges faced with EHR systems, including interoperability and security, are explored. Students are introduced to and have an opportunity to perform activities utilizing health information technology applications in capturing, utilizing, and securing health information, including patient engagement tools.

Prerequisite: HIM 2000 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**

The practicum allows students to gain professional practice experience in a health information technician role through the required completion of professional practice experience hours at a healthcare site, including completion of a project. Additionally, both practical and simulated experiences are designed to explore health information-related functions in simulated hospital and clinic settings using software and practical simulation assignments to experience real-world situations within HIM services and in healthcare work settings.

Prerequisites: HIM 2588 Healthcare Data Management and Statistics; HIM 2652 Healthcare Information Technologies; Expected to be the final lower-level core course completed

**HIM 2944 Medical Billing and Coding
Practicum
60 hours, 2 credits**

This course provides practical application of previously acquired knowledge and skills through clinical case scenarios and sample medical records. Students demonstrate competence in determining the principal diagnosis and sequencing of multiple diagnoses and procedures for data collection and reimbursement. This course allows students to demonstrate skills in coding inpatient and outpatient records using coding books and encoder applications. Assessments include the application of official coding guidelines to ensure compliance with reporting and billing requirements, participation in clinical documentation improvements activities, preparation of physician queries, and assessment of final bill accuracy. Students explore the format and requirements related to external coding credentialing exams for the purpose of improving confidence and readiness if they choose to pursue a coding related credential.

Prerequisites: HIM 1125 ICD-CM Coding; HIM 1257 Ambulatory Coding

Prerequisite or Co-requisite: HIM 1126C ICD-PCS Coding

**HIM 2945 Health Information Technician
Professional Practice Experience
90 hours, 3 credits**

This course allows students to gain professional practice experience in a health information technician role through a combination of 40 hours of externally supervised professional practice experience activities, including a project with a healthcare-related site and virtual and simulated experiences within the course. The experiences are designed to provide students the opportunity to have a variety of experiences and utilize healthcare-related technology in various health information services and healthcare work settings.

Prerequisites: Successful completion of all other HIT associate courses; Must be completed in student's final quarter

**HIM 2956 Health Information
Technician Capstone
20 hours, 2 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 2966 Health Information Technician
Associate Capstone
30 hours, 3 credits**

This course provides the opportunity for students to demonstrate mastery of the Health Information Technician programmatic student learning outcomes and competencies obtained throughout the program. Through a case study project, students demonstrate their ability to integrate theory, practical experience, and transferable skills learned throughout the program in real life-based assessment activities. Students have the opportunity for review in preparation for the AHIMA RHIT exam.

Prerequisites: Successful completion of all other HIT associate courses; Must be completed in student's final quarter

**HIM 3001 Information and Communication
Technologies
40 hours, 4 credits**

This course prepares students to evaluate technologies available to manage health information and communication, including hardware and software to ensure data collection, storage, analysis, and reporting of information. Students explore the systems development life cycle, take part in clinical informatics, identify standards for the health information exchange, and evaluate policies and strategies for use with healthcare technology.

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**

This lab-based course explores database concepts, including database creation, administration, and management as well as data integrity. Focus is on granular data in database design as well as database concepts and tools such as data dictionary, data modeling, data warehousing, and data mining. Students study the functionality of databases in healthcare, the importance of data compliance with government standards, and the usefulness of databases to meet stakeholder's needs.

Prerequisite: Program admission

**HIM 3304 Financial Management of Health
Information Services
40 hours, 4 credits**

This course explores the healthcare finance principles required to manage a health information department, service, or project. Students take part in a departmental operating, personnel, and capital budget process. Opportunities for the health information professional's role as well as external and internal influences on healthcare financial success are explored.

Prerequisite: Program Admission

**HIM 3360 Health Data and Policy Management
40 hours, 4 credits**

This course prepares students for the assessment and oversight of healthcare data and policy management in healthcare settings. Students evaluate various data standards and data management, compare stakeholders within the industry, and assess disaster recovery methods. Students learn how to evaluate health record content requirements, various classification systems, clinical vocabularies, and nomenclatures.

Prerequisite: Program admission

**HIM 3412 Project Management
40 hours, 4 credits**

This course explores the application of general principles of project management and methodologies in healthcare. Focus is on the role of a project manager. Students learn to implement project management techniques and oversee and manage project planning activities and team members to facilitate team outcomes.

Prerequisite: Program admission

**HIM 3429 Health Law and Compliance
40 hours, 4 credits**

This course prepares students to be knowledgeable in federal and state laws and regulations and regulatory agencies requirements impacting healthcare settings. Students have the opportunity to evaluate the components of healthcare compliance programs, monitor adherence, and identify and recommend strategies to mitigate risk.

Prerequisite: Program admission

**HIM 3515 Health Information Leadership
and Management
40 hours, 4 credits**

This course prepares students for leadership and management roles within a healthcare organization. Students identify and apply management skills needed to lead health information services in a variety of settings and participate in organization-wide activities. Topics explored include staff development and training, teamwork, presentation skills, change management strategies, performance measurement and improvement tools, and ethical decision-making.

Prerequisites: HIM 3810 Human Resource Management in Health Information; HIM 3304 Financial Management of Health Information Services

**HIM 3522 Electronic Health
Record Application
70 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: 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 the role of quality management in healthcare. Topics include quality management models, tools, and metrics used to assess healthcare performance. Emphasis is on the evaluation of these methods and tools in demonstrating the outcomes and effectiveness in improving patient care, quality of services, safety, reduction of risk, disease management processes, and utilization and resource management. Students explore the role and impact of governing and accrediting bodies on healthcare quality initiatives.

Prerequisite: Program admission

COURSE DESCRIPTIONS

HIM 3810 Human Resource Management in Health Information
40 hours, 4 credits

This course is the study of human resource principles in the management and supervision of human capital within various healthcare organization settings, including specific evaluation and application of human resources within and relating to health information management functions. Students are exposed to approaches, techniques, and future trends in the management of personnel in healthcare. This course includes a study of 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: Program admission

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 3930C Healthcare Research and Statistics
60 hours, 4 credits

This course prepares students to perform statistical calculations and the analysis and presentation of statistical data related to healthcare, including population health. Topics covered include data collection, data interpretation, reporting, and presentation of descriptive statistics in patient care data studies. Students explore research methodologies and design used in healthcare-related research. Mathematical statistics concepts such as probability, normal distribution, predictive statistics, hypothesis formation, and measures of variation are included as well as the essential concept of data integrity.

Prerequisite: Program admission

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 are 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 the human subject's research.

Prerequisite: Healthcare Statistics and Reporting

HIM 4135 Advanced Revenue Cycle Management
40 hours, 4 credit

This course prepares students for the management of the interdisciplinary approach to revenue cycle management. Topics include healthcare reimbursement methodologies and models, reimbursement guidelines, regulatory requirements, and evaluation of diagnostic and procedure codes and groupings. Students evaluate the effectiveness of clinical documentation integrity programs and coding compliance plans through benchmarking and auditing.

Prerequisite: Program admission

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 4515 Advanced Health Information Leadership and Management
40 hours, 4 credits

This course builds on the skills learned in Health Information Leadership and Management and prepares students to evaluate the management skills techniques and tools for management roles in a healthcare organization. Students leverage data-driven decision-making tools, examine behaviors that embrace cultural diversity, and have opportunities to analyze workflow process concepts, productivity, change management theories, and compliance to increase their range of management and leadership skills in preparation for a role in health information administration.

Prerequisite: HIM 3515 Health Information Leadership and Management

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

HIM 4624C Advanced Data Analytics and Informatics in Healthcare
60 hours, 4 credits

This lab-based course uses patient information and secondary data sources in the analysis and reporting of information to be used in healthcare-related decision-making. The course includes data analysis stages, information governance, and the management of information. Stakeholders of healthcare data analysis are explored. Additional concepts include the integrity, transformation, visualization, and exchange of data.

Prerequisite: HIM 3930C Healthcare Research and Statistics

HIM 4945 Professional Practice Experience in Health Information Management
90 hours, 3 credits

This course allows students to gain professional practice experience in a health information administrator role through a combination of 60 hours of externally supervised professional practice experience activities, including a project with a healthcare-related site and virtual and simulated experiences within the course. The experiences are designed to provide students the opportunity to have a variety of experiences and utilize healthcare-related technology in various health information services and healthcare work settings. Students have the opportunity for review in preparation for the AHIMA RHIA exam.

Prerequisites: HIM 4515 Advanced Health Information Leadership and Management; Must be completed in student's final quarter

Co-requisite: HIM 4966 Health Information Management Capstone

HIM 4966 Health Information Management Capstone
30 hours, 3 credits

This course provides the opportunity for students to demonstrate mastery of the Health Information Management programmatic student learning outcomes and competencies obtained throughout the program. Through a case study project, students demonstrate their ability to integrate theory, practical experience, and transferable skills learned throughout the program in real life-based assessment activities.

Prerequisites: Successful completion of all other HIM bachelor courses; Must be completed in student's final quarter

Co-requisite: HIM 4945 Professional Practice Experience in Health Information Management

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.

Pre- or co-requisite: HSC 1531 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 and 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. 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 to 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 are explored.

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

HSA 4110 Healthcare Operations Management
40 hours, 4 credits

In this course, students examine the operations of managing people, information technology, materials, and facilities in the healthcare industry.

Prerequisites: None

HSA 4124 International Healthcare
40 credits, 4 hours

In this course, students will compare and contrast foreign healthcare services and systems, focusing on cultural, geographic, environmental, economic, and political factors.

Prerequisite: Introduction to Healthcare Administration

HSA 4150 Healthcare Planning and Policy Management
40 hours, 4 credits

This course provides a study of current healthcare-policy issues affecting the U.S. healthcare system and the politics that drive policy and planning of healthcare delivery. The influence of participants outside the healthcare industry and the various levels of government involved in policymaking will be examined. Economic theory, trends, and the future of healthcare will be explored.

Prerequisite: Introduction to Healthcare Administration

HSA 4191 Healthcare Information Systems
40 hours, 4 credits

The Healthcare Information Systems course focuses on how healthcare institutions can use technology 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 coursework. The course and internship experience will culminate with a final capstone project.

Prerequisite: Healthcare Management student in last or second-to-last quarter

HSA 5000 Scholarly Research and Writing
40 hours, 4 credits

This course will help students gain the research and writing skills they need to be successful in their graduate courses and their career. Course topics will include research methodologies and data analysis, the creation of research questions, editing and incorporating feedback, using scholarly tone, and documenting in APA style. Students will complete a research project specific to their program of study and will present their research in a final report.

Prerequisite: None

HSA 5100 Introduction to Healthcare Delivery Systems
40 hours, 4 credits

This course offers students an in-depth analysis of the historical development, present structure, and future direction of the U.S. healthcare system. Students will conduct ongoing comparative analyses between the healthcare system in the U.S. and the healthcare system of other developed nations. This course will provide an examination of the complexities facing the current healthcare delivery system. Students will gain insights into the various reimbursement methodologies, performance measurement tools, and current resource allocation strategies. Students will be able to identify critical challenges facing key stakeholders and articulate viable strategies for creating a more effective balance among the vertices of the iron triangle of health: costs, access, and quality.

Prerequisite: None

COURSE DESCRIPTIONS

**HSA 5200 Healthcare Policy, Ethics, and Laws
40 hours, 4 credits**

This course presents a comprehensive view of ethics and laws as they pertain to the development of health policy. Students will examine the fundamentals of the various principles of healthcare law and the manner in which those principles intersect with ethics and health policy. The course will offer students an opportunity to evaluate critical factors that influence policy decisions and reform efforts. Students will articulate the impact of legal, ethical, and policy challenges relative to private and public health systems, politics, interest groups, lobbyists, and proposed reforms. Throughout the course, students will perform case analysis to demonstrate competency in identifying potential legal and ethical problems in different healthcare settings and propose appropriate solutions based on current legal and ethical guidelines.

Prerequisite: None

**HSA 5300 Population Health
40 hours, 4 credits**

In this course, students will learn about the principles of population health management and how to use these principles to critically evaluate healthcare data from multiple sources. Graduates will learn about disease management models and how the health of populations and economies are managed. Using the foundational principles population health management, graduates will analyze multiple data sources to determine patterns actionable information for population health management. By the end of the course, graduates will have the ability to develop population health projects using advanced techniques to identify ongoing and future healthcare concerns.

Prerequisite: None

**HSA 5400 Healthcare Financial Management and Economics
40 hours, 4 credits**

This course provides students with a foundation in economics and financial management within the current healthcare environment. It addresses the impact of economic principles as it applies to local, national, and global markets. It evaluates the socioeconomic and political influences affecting healthcare organizations as well as the application of fiscal management for short-/long-term viability. The course analyzes the implications of current healthcare delivery and reimbursement models, challenges with resource allocation, and the establishment of payer contracts on the financial health of an organization. Upon completion of this course, students will be able to analyze financial statements and apply budgeting principles to create a financial plan and a departmental budget, utilize financial management tools, and calculate key financial ratios.

Prerequisite: None

**HSA 5500 Healthcare Leadership and Human Resources
40 hours, 4 credits**

In this course, students will assess the role of human capital resources in healthcare organizations, including the recruitment, retention, management, and development of these resources. Students will gain an understanding of key roles that human resource professionals play in planning for workforce needs and how human resource management should be directly aligned with the strategic goals of the organization. Additionally, students will examine organizational behavior, leadership theories, and change management dynamics, as well as the roles and responsibilities of management within healthcare organizations.

Students will focus on understanding management and leadership principles to help navigate change. Students will consider the theory and practice of managing individuals and groups through motivation, communication, teamwork, collaboration, leadership, organizational change, negotiation, and conflict management and resolution.

Prerequisite: None

**HSA 6000 Healthcare Information Systems and Technology
40 hours, 4 credits**

Students in this course have the opportunity to learn how health information technologies, systems, and applications assist healthcare organizations and their leaders in the execution of clinical and organizational strategies. They will also learn how these complex information systems and analytics help decision makers to improve patient care outcomes and business performance. Topics include evolving technologies such as data analytics, eHealth, personalized medicine, social media, predictive analytics, and using technology applications to manage population health. Students will conduct risk assessment to assess legal and ethical issues in health information technology and change management.

Prerequisite: None

**HSA 6100 Healthcare Operations Management
40 hours, 4 credits**

This course provides students with an understanding of the functions of operations management within the healthcare industry. Students will gain the ability to employ techniques to evaluate and improve organizational performance. Students will be able to map the various branches of operations management and develop an overall organizational evaluation. They will also be able to identify methods to overcome operational challenges, incorporate lean operating philosophies, and use data analytics. This course will enable students to create competitive strategies to minimize cost, increase efficiency, and improve quality of care. Students will evaluate real-world scenarios through case studies and professional experience to create executive summaries, business plans, and proposals.

Prerequisite: None

**HSA 6200 Healthcare Quality Management
40 hours, 4 credits**

This course provides graduates with a foundation in the history of quality management and the continuing effects quality plays in healthcare administration. Graduates will be able to critically evaluate diverse healthcare populations using quality improvement models and strategies. Upon completion of this course, students will learn to develop quality improvement initiatives and engage healthcare staff in developing strategies to monitor efficacy of those initiatives.

Prerequisite: None

**HSA 6300 Healthcare Strategic Planning and Marketing
40 hours, 4 credits**

In this course, students will evaluate and formulate strategic plans and review their value in the development of healthcare industries. Students will identify the key components of a strategic plan and analyze approaches to strategic thinking in a healthcare context. Using these key concepts students will learn to create effective goals and objectives for strategic planning and provide an analysis of opportunities for quality improvement.

Prerequisite: None

**HSA 6900 Healthcare Information Systems and Technology
40 hours, 4 credits**

This course provides students with an understanding of the functions of operations management within the healthcare industry. Students will gain the ability to employ techniques to evaluate and improve organizational performance. Students will be able to map the various branches of operations management and develop an overall organizational evaluation. They will also be able to identify methods to overcome operational challenges, incorporate lean operating philosophies, and use data analytics. This course will enable students to create competitive strategies to minimize cost, increase efficiency, and improve quality of care. Students will evaluate real-world scenarios through case studies and professional experience to create executive summaries, business plans, and proposals.

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 1675 Healthcare Exploration and Careers
30 hours, 3 credits**

This course assists students choosing and planning for their program selection and career path by exploring the roles and responsibilities of various healthcare professions and providing a high-level overview of the organizational structure and interaction to these professions within the healthcare system. In addition, students will evaluate career development skills, strengths and weaknesses, and abilities to identify career professional development and advancement opportunities in their chosen healthcare profession.

Prerequisite: None

**HSC 1748 Nursing Assistant
120 hours, 6 credits**

HSC 1748 Lecture (20 hours, 2 credits)

HSC 1748L Lab (60 hours, 3 credits)

HSC 1748LL Clinical (40 hours, 1 credit)

This course prepares students to become nursing assistants under the supervision of a registered professional nurse through a combination of classroom theory, laboratory experiences, a clinical experience, and demonstration of the Nursing Assistant Training Competency Evaluation Program's (NATCEP) 21 performance skills. This course includes a focus on communication methods, ethical practices, and

critical thinking skills necessary to practice effectively in a healthcare setting.

Prerequisite: PHA 1500 Structure and Function of the Human Body

**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 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 of human experience and culture. Topics include art, music, literature, architecture, drama, and philosophy.

Prerequisite: None

**HUN 2000 Human Nutrition
40 hours, 4 credits**

This course introduces the principles of nutrition and the role of nutrients in the human body. Students learn about the body's nutritional needs, along with the nutritive value of foods and the factors influencing the body's requirements throughout the life span. The relationship between nutrition and cultural, ethnic, religious, and socioeconomic influences on nutritional health and disease is also included.

Prerequisite: None

**HUS 1001 Introduction to Human Services
40 hours, 4 credits**

The introductory course in Human Services provides a survey of human services as an impactful profession. It provides fundamental knowledge into self and with the applicable skills towards advancing knowledge, ethical values, and practical experiences necessary to successfully assist others individually and collectively.

Prerequisite: None

**HUS 1175 Developing Awareness
and Understanding
40 hours, 4 credits**

Discovering the inner workings of oneself is a necessary step to providing the best support to others. This course will guide students through a process of self-discovery that will help them identify how their values, biases, strengths, and weaknesses can impact their personal and professional relationships. Topics covered include methods to recognize and address conflicts, the value in responding with empathy, and the importance of maintaining a work/life balance.

Prerequisite: None

**HUS 1238 Evolving Populations in
Human Services
40 hours, 4 credits**

In this course, students will explore the various situations and human beings with which Human Services professionals may work. Students will also explore the types of positions they can fill in a human services organization targeting a specific population of individuals.

Prerequisite: None

**HUS 1320 Introductory Strategies to
Crisis Intervention
40 hours, 4 credits**

In this course, students will examine the impact of crisis and trauma on individuals. Students will gain an understanding of the theories and necessary crisis intervention skills, and they will explore the application of these skills in crisis situations.

Prerequisite: Introduction to Human Services

**HUS 1461 Perspectives on Human Behavior
40 hours, 4 credits**

This course will introduce prospective Human Services professionals to knowledge of behavior at individual, group, and societal levels. This course focuses on theories and knowledge relative to the biological, psychological, sociological, and cultural characteristics evident in many facets of contemporary society.

Prerequisite: None

**HUS 1632 Working with Clients
40 hours, 4 credits**

This course will introduce students to communication techniques and practical skills used in human services. Students will gain insight into the scope of daily work activities performed by a human services professional and begin to practice and develop their own communication tools for use in the field.

Prerequisite: None

**HUS 2409 Micro and Macro Systems in
Human Services
40 hours, 4 credits**

This course will cover the different systems that interact to form the client experience. Students will evaluate the different types of personal and social systems that impact clients in a holistic and inclusive manner. Students will also evaluate their own life systems and discuss how they may impact their experiences with the clients.

Prerequisite: None

**HUS 2627 Principles of Ethical and Legal
Practices in Human Services
40 hours, 4 credits**

In this course, students will look at professional standards of practice and common legal considerations within the Human Services profession. Using applicable laws, the Human Services Code of Ethics, and real-life scenarios, students will learn to identify common mistakes that could lead to serious consequences for them, their clients, the employer, and the community at large.

Prerequisite: None

**HUS 2834 Professional Practices in
Human Services
40 hours, 4 credits**

This course will cover expectations, responsibilities, and skills that students will need to enter the human services field as an entry-level professional. Students will learn skills such as basic counseling, active listening, professional communication, and navigating ethical issues. Students will gain a more complete understanding and will have the basic skills to undertake the next level of professional development.

Prerequisite: None

**HUS 2979 Human Services
Associate Capstone
40 hours, 4 credits**

The Human Services Associate Capstone course is a culmination of all that has been covered in the Human Services Associate's degree. Through an integrated case study assessment, students will have the opportunity to showcase their mastery of the competencies throughout the program. The course is an in-depth, student-centered experience which requires the integration of theory and practical experience. Students will be assessed on their ability to apply all they have learned to a real-life assessment of a human services case.

Prerequisite: This course should be taken in the student's final quarter

**HUS 3000 Ethics and Professionalism in
Human Services
40 hours, 4 credits**

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
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 3110 Human Development Throughout
the Lifespan
40 hours, 4 credits**

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
40 hours, 4 credits**

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
40 hours, 4 credits**

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
40 hours, 4 credits**

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 an 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
40 hours, 4 credits**

In this course, students will assess the attributes and needs of diverse populations served by human services such as elderly, children and family, LGBTQ, 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

COURSE DESCRIPTIONS

HUS 3340 Models and Techniques of Effective Helping
40 hours, 4 credits

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
40 hours, 4 credits

In this course, students will practice using objective and professional verbal and nonverbal 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
40 hours, 4 credits

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
40 hours, 4 credits

In this course, students will evaluate research in 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
40 hours, 4 credits

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
40 hours, 4 credits

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, identifying 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
40 hours, 4 credits

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
30 hours, 3 credits

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: HUS 3000 Ethics and Professionalism in Human Services; HUS 4130 Research Methodology; Expected to be the final upper-level core course completed

HUS 4460 Internship for Human Services II
30 hours, 3 credits
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

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
40 hours, 3 credits

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

Prerequisite: Networking Security

ISM 2541C Project Management and Team Leadership
40 hours, 3 credits

In this course, students will discover many of the theories and methodologies of effective leadership and project management. The topics of managing diverse teams, multitasking, planning for contingencies, as well as fundamentals in project management best practices will be covered. The student will come away with an understanding of leadership and project management practices that can be put to use in the workplace.

Prerequisite: Excel

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 3110C Information Technology Project Management Tools
60 hours, 4 credits

This course will introduce students to the generally accepted processes and knowledge areas found in the project management profession; the tools such as Excel, Visio, MS Project, and techniques to drive the project.

Prerequisites: Excel; Information Technology Systems Design

ISM 3255C Information Technology Project Management I
60 hours, 4 credits

This course emphasizes the fundamental concepts and principles of project management defined by the Project Management Institute (PMI) in the Certified Associate in Project Management (CAPM) topics that include project planning, executing, monitoring, and controlling tools and techniques.

Prerequisite: Information Technology Project Management Tools

ISM 4470C Information Technology Project Management II
60 hours, 4 credits

In this course, students further their learning on the fundamental concepts of project management and learn to apply principles of cost estimation and budgeting; quality planning, management, and control; and procurement life cycle activities as they relate to projects.

Prerequisite: Information Technology Project Management I

ISM 4505C Information Technology Organization Support
50 hours, 4 credits

Supporting an organization with a myriad of software and hardware implementations can be a daunting challenge. This course gives a systematic approach to understanding how to best effectively support the computing environment for competitive advantage.

Prerequisite: None

**ISM 6200 Business Intelligence and Analytics
40 hours, 4 credits**

This course provides an in-depth understanding of data and analytics and their application to organizational decision-making. Topics covered include understanding what data, metrics, and analytics are needed to explain and predict organizational outcomes as well as the application of a variety of statistical analysis methods to develop insights and data visualization. This course prepares students to be both effective producers and critical consumers of analytical findings that can improve business performance.

Prerequisite: FIN 6466 Financial Analysis and Decision-Making

**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: None

**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

**LDR 4200 Leadership and Management Essentials
30 Hours, 3 credits**

This course explores how to identify an individual leadership style and become a creative and effective leader. Students will enhance leadership and professional development skills and examine the principles of high-performance leadership skills. Throughout the course, focus content areas consist of capabilities of motivation, critical thinking, decision-making, effective communication, group organizational skills, and strategies to implement change. Students will explore building and leading innovative cultures in the workplace.

Prerequisite: None

**LDR 4360 Dynamic Team Development
40 Hours, 4 credits**

Students will learn the individual skills and competencies necessary to be an impactful and engaging team member. Areas of concentration include emotional intelligence, team innovation, role resilience, conflict resolution, and collaboration tools. Students explore factors that contribute to team dynamics.

Prerequisite: None

**LDR 5000 Professional Growth and Leadership
40 hours, 4 credits**

This course provides an overview of the management of organizational behavior and leading people. As careers advance from the individual contributor to the leadership level, concerns about technical knowledge need to be complemented with knowledge about how

to coordinate, motivate, and lead others. This course is designed to help provide an integration of technical skills with the human side of organizations.

Prerequisite: None

**LDR 5100 Human Resources Strategy
40 hours, 4 credits**

This course provides an overview of Human Resources management in organizations and examines the role of the Human Resources (HR) function in contributing to an organization's business strategy and creating sustainable competitive advantages. The Human Resources strategies, systems, policies, and practices used by organizations to compete effectively in today's global economy are therefore examined. The course helps to prepare students to function effectively as strategic business partners in organizations.

Prerequisite: None

**LDR 5200 Organizational Behavior and Leadership
40 hours, 4 credits**

This course provides an overview of the management of organizational behavior and leading people. As careers advance from the individual contributor to the leadership level, concerns about technical knowledge need to be complemented with knowledge about how to coordinate, motivate, and lead others. This course is designed to help provide an integration of technical skills with the human side of organizations.

Prerequisite: None

**LDR 5300 Legal, Ethical, and Risk Issues in Organizations
40 hours, 4 credits**

This course is the study of the legal, ethical, and risk challenges and issues organizations face. It places focus on ensuring the organization operates ethically and legally while at the same time focuses on reducing or eliminating risk. Topics covered will be the employees' work environment, union-related and labor relations law, reasonable accommodations, employment relations, negotiation skills, and risk management. This course will prepare students to be legal and ethical leaders who minimize risk.

Prerequisite: None

**LDR 5400 Strategic Recruitment and Retention
40 hours, 4 credits**

This course is designed to improve the student's overall talent management outlook. The goals of the course are to identify the best ways to retain employees and to recruit new talent. By doing this, companies can ensure they are able to thrive, no matter what the economy does and no matter what happens in an industry.

Prerequisite: LDR 5300 Legal, Ethical, and Risk Issues in Organizations

**LDR 6000 Rewards System Management
40 hours, 4 credits**

This course is the study of practices in contemporary reward and compensation systems management. It places focus on how organizations reward their employees and the decision-making behind the strategy. Topics covered will be legal aspects of rewards systems management; various compensation systems including executive and global compensation, market research and benchmarking, and organizational strategy alignment. This course will prepare students for a deeper understanding of rewards and motivation in a diverse, ever-changing environment.

Prerequisite: LDR 5300 Legal, Ethical, and Risk Issues in Organizations

**LDR 6100 Performance Management
40 hours, 4 credits**

This course gives Human Resources professionals and managers tools and strategies for effective performance appraisals that motivate employees to achieve higher productivity. Topics covered are establishing performance criteria, using various appraisal formats, conducting meaningful performance discussions, initiating ongoing coaching for key stakeholders, and encouraging employees to prepare for a performance discussion.

Prerequisite: LDR 5300 Legal, Ethical, and Risk Issues in Organizations

**LDR 6200 Applied Human Resources Analytics
40 hours, 4 credits**

This course is the study of data, metrics, and analytics to solve Human Resources needs. It places focus on gaining business insights, identifying needs, and recommending solutions through metrics. Topics covered will be human resources information systems and common technologies, market research and benchmarking, and solving Human Resources problems. This course will prepare students for a deeper understanding of analytics and provide them with tools to make educated decisions in a business setting.

Prerequisite: None

**LDR 6300 Global Intelligence
40 hours, 4 credits**

This course is the study of the global landscape for today's organization. It places focus on leadership and strategy in a global environment. Topics covered will be country-specific and U.S. laws, international aspects of Human Resources, Human Resources trends, global organizational and leadership challenges, a global training program, and a global risk management plan. This course will prepare students for leadership in a global organization.

Prerequisite: None

**LDR 6400 Change Management
40 hours, 4 credits**

This course is designed to gain a comprehensive understanding of Change Management, why change happens, how it happens, and what needs to be done to overcome resistance to change. Student will develop an understanding of the challenges associated with change management and its impact on individuals, teams, and organizations.

Prerequisite: None

**LDR 6900 Human Resources Management Capstone
40 hours, 4 credits**

This course is designed for students to apply the knowledge they have learned in the Master of Human Resources and Organizational Leadership degree to a real-world business scenario. Key areas of focus include: human resources strategy; organizational behavior and leadership; legal, ethical, and risk issues in organizations; strategic recruitment and retention rewards systems management; performance management; applied human resources analytics; global intelligence; and change management. This course is designed to be taken at the end of the program.

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

**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 nonfiction. 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 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, etc.

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

**MAD 3300 Discrete Mathematics
40 hours, 4 credits**

Discrete mathematics is an essential part of the foundation of computer science (a study of finite structure), statistics, and algebra. Its topics can be divided into discrete parts and it is applicable across many disciplines that draw from analytical thinking. In this course, students will study logic, counting, probability, and basic cryptography. Topics include set theory, functions, relations, algorithms, and graph theory. The emphasis is on ideas and abstraction in addition to problem solving. This course will prepare students to apply abstract thinking in their prospective career fields.

Prerequisite: None

**MAN 1300 Introduction to Human Resource Management
40 hours, 4 credits**

This course is an introduction to the management and leadership of an organization's human resources. It explores the importance of establishing 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

COURSE DESCRIPTIONS

**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 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: None

**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

**MAN 4143 Contemporary Leadership Challenges
40 hours, 4 credits**

This course examines current issues within the management field. This course is highly interactive in that both students and faculty are actively engaged in researching, presenting, and discussing course materials. In addition to gaining in-depth exposure to a current key topic in the field, students learn to become active and effective members of a professional learning community.

Prerequisite: None

**MAN 4164 Sales Force Management
40 hours, 4 credits**

This course is the study of managing and leading a salesforce. It focuses on managing and leading both on-site and remote personnel by applying communication skills and the ability to develop relationships. Topics covered include qualities found in effective sales managers, integrating both managerial and leadership skills, embracing diversity, working with global teams, conflict management, and developing business acumen.

Prerequisite: MAR 3592 Strategic Sales and Sales Management

**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 4572 Instructional Design, Training and Development, and Learning
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. An emphasis is placed on learning the different training approaches, such as ADDIE. Students will transfer the learning to a project, demonstrating an understanding of key instructional design concepts: analysis, design, development, implementation, evaluation, and metrics.

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 4636 Business Development and Customer Relations Management
40 hours, 4 credits**

This course is the study of tasks and processes used to identify and execute new areas of business. It focuses on cultivating partnerships, identifying new market opportunities for products and services, and increasing profitability by building strategic relationships. Topics include identifying new opportunities, cultivating and sustaining value-added partnerships or other commercial relationships, and an overview of Customer Relationship Management (CRM). This course prepares students with a working knowledge of current CRM platforms, and to successfully pursue a long-term growth strategy from customers, markets, and relationships.

Prerequisite: MAR 3592 Strategic Sales and Sales Management

**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 4930 Business Management Bachelor Capstone
40 Hours, 4 credits**

In this course, students demonstrate mastery of core business functions and methodologies, leadership skills, and management strategies for dynamic business environments. Additionally, the student's ability to apply human-centered concepts, evaluate the role of business technology, and interpret data is assessed.

Prerequisite: None

**MAN 4990 Human Resource Management Internship
40 hours, 2 credits**

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

MAN 5100 Value Chain and Operations Management
40 hours, 4 credits

This course is the study of how external influences and internal capabilities affect organizational strategies, tactics, and execution. This course covers topics surrounding the application of Michael Porter's Five Forces and value chain models to examine competitive forces, economic constraints, and organizational capabilities. Additionally, operations management's role in organizational performance is explored. Students will examine organizational challenges and opportunities in order to formulate strategies that sustain competitive advantage.

Prerequisite: None

MAN 6100 Innovation and Change Management
40 hours, 4 credits

This course provides an overview of innovation and change management's impact on how organizations conduct business. Students will also explore the importance of global and domestic innovation as well as its effect on research and development. By understanding technology and tools used in the innovation process, students will be well prepared to lead organizations in the global economy.

Prerequisite: None

MAN 6500 Business Strategy and Entrepreneurship
40 hours, 4 credits

This course provides business model strategies and business development techniques for starting or managing a business. In addition, the entrepreneurial process and characteristics as well as the importance of risk assumption will be explored. Students will learn how the entrepreneurial process assists in identifying potential business opportunities. They will also learn about the components and importance of business plans that incorporate selecting a business model, business development, ethics, risk, and entrepreneurial mindset.

Prerequisite: None

MAN 6720 Applied Strategic Planning
40 hours, 4 credits

This course provides methods and processes for effective applied strategic planning. Students will study the importance of holistic strategic thinking when developing an organization's strategic plan. Students will also evaluate an organization's infrastructure, perform a gap analysis, and assess the impact of globalization as part of the strategic planning process.

Prerequisite: None

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 e-commerce.

Prerequisite: None

MAR 2374 Online Multimedia Marketing
40 hours, 4 credits

This course explores online multimedia marketing strategies and techniques. In addition to exploring online marketing channels, this course will also address the value of online multimedia marketing to create engagement and increase sales. Emerging online multimedia technologies and techniques will also be introduced.

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 3033 Introduction to Marketing Design
30 hours, 3 credits

This course is the study of marketing design and the important role it plays in providing an introduction to basic design concepts for the marketing messages. It focuses on the different design concepts and techniques used in the creation of the marketing message to the customer. Topics covered include hierarchical typographical, color psychology, and other design concepts to communicate the client message. This course prepares students to apply fundamental design concepts to marketing messages.

Prerequisite: None

MAR 3128 Foundations of Digital Marketing
40 hours, 4 credits

This course introduces students to basic concepts related to digital marketing. They will investigate major digital marketing platforms all while identifying its role in today's business environment. By the end of the course, students will be able to outline the steps for creating a cross-platform digital marketing plan that presents a consistent brand message.

Prerequisite: None

MAR 3250 Marketing Research
30 hours, 3 credits

This course is the study of marketing research and the important role it plays in providing useful information to make marketing decisions. It focuses on different research methodologies and their roles in meeting research goals and objectives. Topics covered include the marketing research process, qualitative and quantitative research methods, consumer and market trends, and the analysis of research findings. This course prepares students to synthesize research and apply customer insights to marketing decisions.

Prerequisite: None

MAR 3322 Marketing Law and Ethics
40 hours, 4 credits

This course is the study of legal and ethical issues in marketing. It focuses on the distinction between law and ethics and the importance of considering both when making marketing decisions. Topics covered include legal and regulatory compliance, methods to minimize stakeholder risk, ethical values and best practices, and the application of legal and ethical considerations to real-life marketing decisions. This course prepares students to comply with legal requirements and manage ethical gray areas that may arise in a career in marketing.

Prerequisite: None

MAR 3592 Strategic Sales and Sales Management
40 hours, 4 credits

This course is the study of strategic sales and effective sales management of both B2C sales and B2B sales. It exposes students to the value of consultative selling rather than the more common and traditional transactional selling. The focus is on strategic partnering and building long-term relationships. Students will be exposed to B2C and B2B channels to effectively diagnose challenges hindering their customer's success and developing solutions to fulfill customer needs. This course will prepare students with the knowledge, skills, and abilities required to focus on target consumers in relevant ways and to gain competitive advantage.

Prerequisite: None

MAR 3817 Search Engine Optimization and Marketing Strategies
40 hours, 4 credits

In this course, students will learn about the history of search engine optimization (SEO), the evolution of SEO, and the three basic stages of getting long-form blog content to rank in organic search engines. Application of keyword strategies, local and off-page SEO techniques, developing an account structure, and defining success metrics are examined. Students will also gain hands-on experience developing and optimizing campaigns.

Prerequisite: None

MAR 4065 Marketing Communications
40 hours, 4 credits

This course allows students to learn best practices when communicating through multiple channels and with a range of audiences. Topics include the development of a brand, how to align communication methods with the brand, copywriting of key marketing plan components, and communication strategies to gain campaign approval. This course prepares students to plan and execute integrated marketing campaigns designed to support business goals through traditional and digital platforms.

Prerequisite: None

MAR 4171 Advanced Marketing Strategies
40 hours, 4 credits

In this course, students will learn about advanced applications of marketing mix strategies in both domestic and international business environments. Topics include common internal resources and external trends that influence marketing decisions and organizational factors that can solidify strategic success.

Prerequisite: None

MAR 4285 Advanced Digital Marketing Strategies
40 hours, 4 credits

This course is an application of the concepts learned in Foundations of Digital Marketing. Students will employ real-world, digital marketing campaigns and understand the placement of each in the sales funnel. Students will also learn how to discern what digital marketing sources are worth following, and, more importantly, how to avoid information that is incorrect or outdated.

Prerequisite: MAR 3128 Foundations of Digital Marketing

MAR 4316 Visual Marketing and Social Media
40 hours, 4 credits

This course introduces students to higher levels of social media strategy and execution. Topics include social media strategy and campaign development, incorporating the use of effective visual marketing, and addressing crisis communication plans through social media. This course prepares students to communicate with marketing stakeholders about the necessity of end-to-end consumer engagement in visual and social media initiatives.

Prerequisite: MAR 3128 Foundations of Digital Marketing

MAR 4409 Professional Selling
40 hours, 4 credits

This course is the study of the interpersonal value-added communication process within professional selling. It focuses on developing a framework for each point of contact a salesperson has with a customer. Each stage of the framework builds upon the previous step. Topics covered focus on relationships, products, customers, presentations, and ethics. Topics also include an overview of certifications available for sales professionals. This course prepares students for successfully uncovering and satisfying the needs and wants of a prospect, while building and maintaining long-term relationships between both parties.

Prerequisite: MAR 3592 Strategic Sales and Sales Management

MAR 4532 Sales Promotion, Analytics, and Forecasting
40 hours, 4 credits

This course is the study of short-term tactics to boost sales, increasing demand and visibility through sales promotions, and analyzing trends to predict future events. It focuses on creating value for the consumer and supporting organizational goals and objectives. Topics covered are measuring sales promotions, differentiating the characteristics of business-to-consumer (B2C) and business-to-business (B2B) channels, predictive analytics, and promotional demand forecasting. This course prepares students to attract more customers, drive value, and ethically maximize business results.

Prerequisite: MAR 3592 Strategic Sales and Sales Management

COURSE DESCRIPTIONS

MAR 4920 Marketing Bachelor Capstone
40 hours, 4 credits

This course is the capstone course that culminates the Marketing Bachelor's Degree. It focuses on the application of marketing theories and concepts covered in previous courses. Topics covered include marketing plan development and implementation, the importance of aligning integrated marketing strategies with organizational goals, the application of marketing research, traditional and digital communication channels, and marketing metrics and analysis. This course prepares students to graduate with a realistic view of the types of business decisions marketing practitioners make on a daily basis. Students will also have the opportunity to explore a range of career options in the field of marketing.

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

MAR 5819 Marketing Strategy
40 hours, 4 credits

This course is designed for students to analyze data and evaluate key marketing components in order to create an effective marketing strategy. Key areas of focus include value proposition, branding, digital marketing, buyer behavior, marketing analytics, and marketing communications. This course provides students with an understanding of how to assess the value and impact of marketing campaigns and successfully apply the marketing mix to remain competitive in the marketplace.

Prerequisite: None

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 University 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 university 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 University 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 helminthes; and interactions with and impact of microbes on humans, including mechanisms of pathogenicity.

Prerequisite: None

MCB 2340C General Microbiology
50 hours, 4 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 Helminthes; 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 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 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 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.

Prerequisites: Fundamentals in Clinical Techniques; Medical Terminology; 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: MEA 2895 Medical Assisting Experiential Externship or MEA 2976 Medical Assisting Professional 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 20 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 Assistant training where they will perform a wide variety of clinical, administrative, and technical duties. They will develop their skills to better prepare them for their future employment in the Medical Assisting field. Under no circumstances will the student 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 University entrance placement exam score

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.

Prerequisites: MLT1728 Introduction to Chemistry; PHA1500 Structure and Function of the Human Body; MAT1222 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.

Prerequisite: PHA 1500 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.

Prerequisite: PHA 1500 Structure and Function of the Human Body

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.

Prerequisite: PHA 1500 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 students 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.

Prerequisite: None

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

MLT 2450 Immunohematology**40 hours, 3 credits***MLT 2450 Lecture (20 hours, 2 credits)*
MLT 2450L Lab (20 hours, 1 credit)

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 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

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 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.

Pre- or co-requisite: Successful completion of a 3000-level or higher statistics course, taken within the past five years

NGR 5013 Foundations of Advanced Nursing Practice**40 hours, 4 credits**

This course builds on previously learned undergraduate knowledge and skills and serves as the foundation for graduate nursing education. Topics include nursing and related theories as they apply to advanced nursing practice. The art and science of nursing as they relate to clinical judgment and decision-making in a complex healthcare system are discussed. The importance of developing culturally responsive strategies and meaningful communication is emphasized.

Prerequisite: Must be taken during a student's first quarter

NGR 5056 Advanced Health Assessment Across the Lifespan**40 hours, 4 credits**

This course prepares students to demonstrate the advanced knowledge and skills of comprehensive health assessments across the life span. Students integrate advanced interviewing skills and examination techniques for comprehensive, focused, and regional assessments. Students have the opportunity to perform advanced health interviews and comprehensive assessments and develop evidence-based plans of care.

Prerequisite or Co-requisite: NGR 5149 Advanced Pathophysiology Across the Lifespan

NGR 5100 Advanced Pharmacology**40 hours, 4 credits**

This course expands 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.

Pre- or co-requisite: Successful completion of a 3000-level or higher statistics course taken within the past five years

NGR 5101 Research and Evidence-Based Practice**40 hours, 4 credits**

In this course, students examine the research process and various research methods for advanced nursing practice. Students learn the skills necessary to conduct a rigorous critical appraisal of evidence. Statistical methods and data analysis for interpreting research results along with generating recommendations based on the evidence are discussed.

Prerequisite: None

NGR 5149 Advanced Pathophysiology Across the Lifespan**40 hours, 4 credits**

This course prepares students to integrate advanced knowledge of pathophysiology to distinguish normal from abnormal processes across the life span. Students synthesize principles of genetics, epigenetics, and cultural responsiveness to improve health outcomes. Students have the opportunity to evaluate pathophysiologic concepts by body system in the context of advanced nursing practice.

Prerequisite: None

NGR 5172 Advanced Pharmacology Across the Lifespan**40 Hours, 4 Credits**

This course provides in-depth knowledge of advanced pharmacology and the financial, policy, and technology implications surrounding pharmacotherapeutics. Students analyze pharmaceutical agents by body system to improve health outcomes across the life span. Students have the opportunity to evaluate advanced pharmacologic concepts within the context of advanced nursing practice.

Prerequisite or Co-requisite: NGR 5149 Advanced Pathophysiology Across the Lifespan

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 different 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 judgment, and collaboration with the inter-professional team.

Prerequisite: None

COURSE DESCRIPTIONS

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 5800 Leading Healthcare Transformation
40 hours, 4 credits

This course introduces students to advanced nursing leadership with an emphasis on policy development, quality improvement strategies, and healthcare accessibility and availability. Students are prepared for opportunities to lead change that impact the profession of nursing.

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- or co-requisite

NGR 6050 Nursing Education in the Classroom
60 hours, 4 credits

In this course, students explore the theoretical underpinnings of teaching strategies, assessment, and evaluation in the classroom setting. Emphasis is on developing and implementing strategies used to enhance achievement of learning outcomes. The practicum component of this course focuses on the role of the nurse educator with the application of creative teaching strategies. During this experience, students will integrate innovative teaching strategies to be successful in the classroom setting.

Prerequisites: Completion of all 5XXX-level courses; NGR 6701 The Role of the Nurse Educator

NGR 6100 The Business Side of Nursing
40 hours, 4 credits

This course provides the opportunity for students to evaluate healthcare economics as an essential component of their role as a nursing leader. Students 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 5XXX-level courses

NGR 6117 Leadership and Management in Advanced Nursing Practice
80 hours, 4 credits

In this course, students expand their knowledge and skills required to be effective nurse leaders, with a focus on integration and appraisal strategies within a community of practice. The indirect-care practicum experience provides students the opportunity to utilize newly developed leadership knowledge and skills at an advanced nursing practice level.

Prerequisite: Completion of all 5XXX-level courses

NGR 6150 Nursing Education in the Clinical Setting
60 hours, 4 credits

This course focuses on the role of the clinical nurse educator. Emphasis is placed on developing and implementing teaching and learning strategies that support learning in the clinical setting. The practicum component of this course focuses on application of creative teaching strategies in the clinical environment. During this experience, students will integrate innovative teaching strategies to be successful educators in the healthcare setting.

Prerequisites: Completion of all 5XXX-level courses; NGR 6050 Nursing Education in the Classroom

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 for students and clients. Teaching and learning strategies for classroom, clinical, and direct-client care 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 promote a safe, effective, and positive learning environment. Students develop teaching/learning/evaluation plans for client-based and academic settings.

Prerequisite: Completion of all 5000-level courses, except The Impact of Ethics on Decision-Making in Healthcare, which is a pre- or co-requisite

NGR 6250 Meaningful Communication and Collaboration
40 hours, 4 credits

This course focuses on the importance of communication and building effective relationships to effectively lead within a community of practice. Personal leadership awareness, role modeling, and shared decision-making are discussed. Students learn about the art of influencing behaviors, crucial conversations, and consensus building in advanced nursing leadership.

Prerequisite: Completion of all 5XXX-level courses

NGR 6300 Curriculum Design and Program Evaluation
40 hours, 4 credits

This course focuses on curriculum design, development, and program evaluations that align with evidence-based nursing education strategies and national guidelines and standards. Current impacts, trends, and innovations in creating sustainable nursing education programs are examined.

Prerequisites: Completion of all 5XXX-level courses; NGR 6701 The Role of the Nurse Educator

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 in a clinical setting. It places the focus on integration and appraisal of transformative teaching and assessment strategies within a community of practice. The required 45 hours of direct client care practicum experience provides students the opportunity to apply knowledge and skills at an advanced nursing practice level to impact client outcomes. Students have the opportunity to refine and deliver a teaching/learning/evaluation plan focused on improving health outcomes.

Pre- 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. The required 45 hours of practicum experience provides students the opportunity to develop and apply newly acquired knowledge and skills at an advanced nursing practice level.

Pre- 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- 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- 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. The required 45 hours of practicum experience offers the students the opportunity to utilize newly developed leadership knowledge and skills at an advanced nursing practice level.

Pre- or co-requisite: The Art of Leadership

NGR 6701 The Role of the Nurse Educator
40 hours, 4 credits

In this course, students learn the foundations of the nurse educator role. Attributes that foster positive learning environments and factors influencing nursing education are discussed. Evidence-based strategies based on educational theory, scholarship, and service are emphasized.

Prerequisite: Completion of all 5XXX-level courses

NGR 6703 Advanced Nursing Practice
60 hours, 4 credits

This course provides an opportunity for students to engage in a graduate-level, direct-care practicum integrating newly acquired advanced nursing knowledge into practice. The experience is designed to allow graduate nursing students to integrate cognitive learning with the effective and psychomotor domains of advanced nursing practice. There is an emphasis on developing a deeper understanding of the nursing profession based on reflective practices as students continue to develop their own plans for lifelong learning and professional identity development.

Prerequisite: None

NGR 6716 Simulation in Healthcare
40 hours, 4 credits

This course focuses on best practices for simulation-based education (SBE). Ethical and legal issues related to simulation-based education are examined to promote safe, quality simulation experiences. Students have the opportunity to evaluate and design components of simulation experiences, systems, and operations.

Prerequisites: Completion of all 5XXX-level courses; NGR 6820 Healthcare Technology

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. The required 45 hours of practicum experience provides a catalyst for new insights, collaboration, and integration of innovative leadership and the opportunity to apply knowledge and skills at an advanced nursing practice level.

Pre- or co-requisite: The Science of Nursing Administration

NGR 6801 Advanced Nursing Leadership
40 hours, 4 credits

This course focuses on the knowledge, skills, and abilities that guide advanced nursing leadership. Topics include systems thinking and effective project management to guide quality improvement and policy development. Incorporating evidence-based strategies to inform decision-making, building effective teams, and promoting professional development are also emphasized.

Prerequisite: Completion of all 5XXX-level courses

NGR 6820 Healthcare Technology
40 hours, 4 credits

In this course, students examine the use of current health technology along with future healthcare innovations. Topics include the components of connected healthcare and current and future ethical and legal dilemmas arising from the use of healthcare technology, feasibility, and usability.

Prerequisite: Completion of all 5XXX-level courses

NGR 6840 Integrating Technology
80 hours, 4 credits

This course provides the opportunity for students to apply newly acquired knowledge during an indirect-care practicum experience. Utilizing technology, students engage in the quality improvement process to address an identified challenge within a system, program, or process. Through review and analysis of external and internal evidence, students propose an innovative solution to the identified problem.

Prerequisites: Completion of all 5XXX-level courses; NGR 6716 Simulation in Healthcare; NGR 6820 Healthcare Technology; NGR 6870 Informatics in Advanced Nursing Practice

NGR 6870 Informatics in Advanced Nursing Practice
40 hours, 4 credits

This course introduces students to the foundations of nursing informatics, including standards of professional practice and use of evidence and theories specific to informatics. Students examine interoperability for sharing information among healthcare team members as part of continuous quality improvement. Designs of information systems, feasibility, functionality, usability, and sustainability are also discussed.

Prerequisite: Completion of all 5XXX-level courses

NGR 6900 MSN Capstone
40 hours, 4 credits

The MSN Capstone course provides a culminating experience with an opportunity for students to synthesize new knowledge and behaviors necessary to lead change and address contemporary issues in advanced nursing practice. Students demonstrate cultural responsiveness, interprofessional collaboration, and meaningful communication while using scholarly evidence to guide policy and practice.

Prerequisite: Student must be in final quarter

NGR 7730 Organizational and Systems Leadership
40 hours, 4 credits

This course focuses on collaborative leadership as an integral aspect of advanced nursing practice to eliminate health disparities and promote patient safety and excellence in practice. Students learn how a unique and personalized blend of leadership styles can be utilized to address the impact of practice policies and procedures on meeting healthcare needs. Topics covered include patient safety principles, quality healthcare standards, eliminating health disparities, and expanding global impact.

Prerequisite: None

NGR 7840 Applied Research and Statistics
40 hours, 4 credits

This course prepares students to function in the role of the DNP prepared nurse when translating evidence and engaging in evidence-based nursing practice. Topics include research design and methodology, data collection and analysis methods, interpretation and reporting of statistical results, and skills

required to critically read and evaluate nursing and healthcare literature. The emphasis is on understanding the relevance and use of appropriate statistical methods in nursing research.

Prerequisite: None

NGR 7853 Nursing Inquiry and Translation of Evidence
40 hours, 4 credits

In this course, students compare and contrast research-focused versus practice-focused scholarship. The process for valid, clinical inquiry is explored and includes the location, appraisal, and synthesis of external and internal evidence. Students learn strategies to integrate methods of translation necessary for implementing, sustaining, and disseminating evidence-based practice change.

Prerequisite or Co-requisite: NGR 7840 Applied Research and Statistics

NGR 7892 Essentials of Healthcare Policy
40 hours, 4 credits

In this course, students examine the importance and interdependence of policy and healthcare. Topics include the analysis of healthcare issues and policy making, the policy process, and impacts of globalization. Students enhance their ability to serve as advocates in the nursing profession's influence on healthcare policies.

Prerequisite: None

NGR 7894 Population and Global Health
40 hours, 4 credits

This course focuses on the principles of population health while examining the role of nursing in improving health and reducing health disparities. Students critique the systems and environments that influence the health of individuals, aggregates, and populations. Through the investigation and use of epidemiological concepts, health promotion and disease prevention strategies, and determinants of health, students design evidence-based programs and services to improve health outcomes.

Prerequisite: None

NGR 7910 Leadership Practicum
30–150 hours, 1–5 credits

Select hours/credits needed:

NGR 7911LL Leadership Practicum (1 credit, 30 hours)

NGR 7912LL Leadership Practicum (2 credits, 60 hours)

NGR 7913LL Leadership Practicum (3 credits, 90 hours)

NGR 7914LL Leadership Practicum (4 credits, 120 hours)

NGR 7915LL Leadership Practicum (5 credits, 150 hours)

This clinical course provides students the opportunity to complete up to 150 hours of additional practice experience focused on applying leadership knowledge and skills to the clinical setting. Students may select one to five credits based on the number of clinical hours needed to accumulate the required 1,000 hours of post-baccalaureate practice.

Prerequisite: None

NGR 7920 Healthcare Information Systems and Technology Practicum
30–150 hours, 1–5 credits

Select hours/credits needed:

NGR 7921LL Healthcare Information Systems and Technology Practicum (1 credit/30 hours)

NGR 7922LL Healthcare Information Systems and Technology Practicum (2 credit, 60 hours)

NGR 7923LL Healthcare Information Systems and Technology Practicum (3 credits, 90 hours)

NGR 7924LL Healthcare Information Systems and Technology Practicum (4 credits, 120 hours)

NGR 7925LL Healthcare Information Systems and Technology Practicum (5 credits, 150 hours)

This clinical course provides students the opportunity to complete up to 150 hours of additional practice experience focused on applying knowledge of healthcare information systems and technology to the practice setting. Students may select one to five credits based on the number of clinical hours needed to accumulate the required 1,000 hours of post-baccalaureate practice.

Prerequisite: None

NGR 7930 Population and Global Health Practicum
30–150 hours, 1–5 credits

Select hours/credits needed:

NGR 7931LL Population and Global Health Practicum (1 credit/30 hours)

NGR 7932LL Population and Global Health Practicum (2 credit, 60 hours)

NGR 7933LL Population and Global Health Practicum (3 credits, 90 hours)

NGR 7934LL Population and Global Health Practicum (4 credits, 120 hours)

NGR 7935LL Population and Global Health Practicum (5 credits, 150 hours)

This clinical course provides students the opportunity to complete up to 150 hours of additional practice experience focused on applying knowledge and skills related to population and global health to the practice setting. Students may select one to five credits based on the number of clinical hours needed to accumulate the required 1,000 hours of post-baccalaureate practice.

Prerequisite: None

NGR 8701 Executive Leadership I
80 hours, 4 credits

NGR 8701 Lecture (20 hours, 2 credits)

NGR 8701LL Clinical (60 hours, 2 credits)

In this course, students are introduced to the executive leadership role and develop advanced competencies to serve as system-focused executive nursing leaders. Through an emphasis on transformative leadership skills, students promote forward thinking within complex healthcare systems and provide safe, reliable, quality care to diverse patients and populations. Topics covered include leadership and professionalism, relationship-building and communication, and business intelligence to thrive as a nursing leader. The required 60 hours of practice experience provides students the opportunity to develop and apply advanced leadership skills.

Prerequisite: NGR 7730 Organizational and Systems Leadership

NGR 8702 Executive Leadership II
110 hours, 5 credits

Select hours/credits needed:

NGR 8702 Lecture (20 hours, 2 credits)

NGR 8702LL Clinical (90 hours, 3 credits)

This course builds on previously learned leadership knowledge and focuses on the development of advanced competencies for system-focused executive nursing leaders. Topics covered include leadership strategies for change management and sustainable outcomes, high reliability theory for quality and safety, and processes for incorporating cultural principles into healthcare delivery. The required 90 hours of practice experience provide students the opportunity to further develop and apply advanced leadership skills.

Prerequisite: NGR 8701 Executive Leadership I

NGR 8731 Public Health and Policy I
80 hours, 4 credits

Select hours/credits needed:

NGR 8731 Lecture (20 hours, 2 credits)

NGR 8731LL Clinical (60 hours, 2 credits)

This course provides students with a comprehensive understanding of the application of epidemiological principles to the delivery of healthcare services and organizations. Concepts and methods of epidemiology are applied to advanced nursing practice. This course challenges students to appraise public health principles and science in the design of programs and services to improve the health of people and their communities. The required 60 hours of practice experience foster the application of managerial epidemiology and information technology as students work with public health experts to improve population health outcomes.

Prerequisite: NGR 7892 Essentials of Healthcare Policy

NGR 8732 Public Health and Policy II
110 hours, 5 credits

NGR 8732 Lecture (20 hours, 2 credits)

NGR 8732LL Clinical (90 hours, 3 credits)

This course provides a catalyst for students to comprehend, formulate, and disseminate healthcare policy. Students are prepared to support the development, implementation, and evaluation of health policy. The impact of the political process on access and delivery of healthcare and the quality and safety of healthcare at the local, national, and global levels are explored. The required 90 hours of practice experience support the development and implementation of public health policy, programs, and services within an interdisciplinary team.

Prerequisite: NGR 8731 Public Health and Policy I

NGR 8768 Professional Identity Development
80 hours, 4 credits

NGR 8768 Lecture (20 hours, 2 credits)

NGR 8768LL Clinical (60 hours, 2 credits)

This course focuses on the professional identity development of a practice-focused nurse scholar. Students develop strategies for the internalization of core values and perspectives integral to the nursing profession. There is an emphasis on developing skills needed to role model attributes of a resilient, practice-focused scholar in today's ever-changing healthcare environment. The required 60 hours of practice experience provide students the opportunity to begin developing a professional identity as a DNP prepared nurse.

Prerequisite: None

COURSE DESCRIPTIONS

NGR 8911 DNP Project I
130 hours, 5 credits*NGR 8911 Lecture (10 hours, 1 credit)**NGR 8911LL Clinical (120 hours, 4 credits)*

In this course, students develop and present a proposed DNP project through scholarly written and oral communication. The proposal includes an overview of the practice problem, a critical appraisal of the evidence, the theoretical framework selected, and a plan for implementation and evaluation of the proposed DNP project. The required 120 hours of practice experience provide students the opportunity to apply newly acquired skills and knowledge to the practice setting as they develop the proposed project. Project topics relate to the student's unique area of nursing practice and aim to translate evidence into practice to improve health outcomes.

Prerequisite: Must have completed a total of 640 post-baccalaureate clinical hours

NGR 8912 DNP Project II
130 hours, 5 credits*NGR 8912 Lecture (10 hours, 1 credit)**NGR 8912LL Clinical (120 hours, 4 credits)*

In this course, students implement the approved DNP project plan under the guidance of a faculty mentor. Students apply knowledge and skills to address the ethical, legal, financial, and organizational aspects of the DNP project as they implement a practice change to improve health outcomes. The required 120 hours of practice experience provide students the opportunity to apply newly acquired skills and knowledge to the practice setting while implementing their DNP project.

Prerequisite: NGR 8911 DNP Project I

NGR 8913 DNP Project III
130 hours, 5 credits*NGR 8913 Lecture (10 hours, 1 credit)**NGR 8913LL Clinical (120 hours, 4 credits)*

In this course, students complete a culminating DNP project grounded in implementation science and reflective of the dynamic healthcare environment. Students present and defend the completed DNP project through a scholarly paper and an oral on-site presentation. The final product reflects advanced knowledge and skills acquired to translate evidence into practice, impact organizations and systems, and apply evidence-based practice to improve health outcomes of individuals, families, or populations. The required 120 hours of practice experience provides the opportunity to apply newly acquired skills and knowledge to the practice setting.

Prerequisite: NGR 8912 DNP Project II

NGR 1055 Introduction to Nursing
40 hours, 4 credits

In this course, students are introduced to the profession of nursing. Nursing theory, scope of practice, and standards of care provide the context for evidence-based nursing. Components of professionalism and communication are discussed. Students are introduced to various systems of measure and basic medical terminology.

Prerequisite: None

NGR 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.

Prerequisite: BSC 2346 Human Anatomy & Physiology I

Pre- or co-requisite: PHA 1500 Structure and Function of the Human Body.

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 the Nursing program

NUR 2063 Essentials of Pathophysiology
30 hours, 3 credits

This course provides an overview of pathophysiology. Emphasis is placed on regulatory and compensatory mechanisms necessary to maintain and restore homeostasis. A systems-based approach is used to explore etiology, clinical signs, and symptoms of disorders.

Prerequisite: BSC 2346 Human Anatomy and 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 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, biological, 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 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 theory, lab, and clinical components 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 life span 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 2180 Physical Assessment
60 hours, 3 credits

This course focuses on developing the knowledge and skills necessary for holistic health assessment. Students learn to perform and accurately document a systematic health history and physical assessment of the adult client.

Prerequisite: BSC 2346 Human Anatomy and Physiology I

Pre- or co-requisites: BSC 2347 Human Anatomy and Physiology II; NUR 2063 Essentials of Pathophysiology

NUR 2214 Nursing Care of the Older Adult
50 hours, 3 credits*NUR 2214 Lecture (20 hours, 2 credits)**NUR 2214LL Clinical (30 hours, 1 credit)*

In this course, care models specific to the older adult are explored. Students examine perceptions of ageism and the impact of those attitudes on the healthcare of older adults. Resources to promote autonomy and safety with healthcare decisions as a client ages are discussed with an emphasis on ethical advocacy in gerontology. The clinical component provides students with opportunities to apply theoretical knowledge in healthcare settings.

Pre- or co-requisite: NUR 2356 Multidimensional Care I

NUR 2243 Professional Nursing Skills I
60 hours, 3 credits

This course introduces students to the skills necessary to provide basic care and comfort. Students demonstrate essential skills to care for clients with musculoskeletal, integumentary, and elimination needs. Accurate medication calculation and safe medication administration are required.

Pre- or co-requisite: NUR 2356 Multidimensional Care I

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 theory, lab, and clinical components 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 life span in order to successfully complete this course.

Prerequisite: Fundamentals of Professional Nursing; Pharmacology

NUR 2356 Multidimensional Care I
90 hours, 5 credits*NUR 2356 Lecture (30 hours, 3 credits)**NUR 2356LL Clinical (60 hours, 2 credits)*

This course introduces students to principles of basic care and comfort. Students explore diverse multidimensional strategies for nursing practice specific to musculoskeletal, integumentary, sensory, perception, immunologic, infectious, and inflammatory disorders. The clinical component provides students with opportunities to apply theoretical knowledge in healthcare settings.

Prerequisite: NUR 2180 Physical Assessment

NUR 2392 Multidimensional Care II
120 hours, 6 credits*NUR 2392 Lecture (30 hours, 3 credits)**NUR 2392LL Clinical (90 hours, 3 credits)*

Students continue to explore diverse multidimensional strategies for nursing practice specific to cancer, fluid and electrolytes, acid-base balance, gastrointestinal, and endocrine system disorders. The clinical component provides students with opportunities to apply theoretical knowledge in healthcare settings.

Prerequisite: NUR 2356 Multidimensional Care I

Pre- or co-requisite: NUR 2474 Pharmacology for 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 healthcare 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 2459 Mental and Behavioral Health Nursing

80 hours, 4 credits

NUR 2459 Lecture (20 hours, 2 credits)

NUR 2459LL Clinical (60 hours, 2 credits)

In this course, students explore internal and external factors that impact clients' state of balance. Students examine the effects of stress and coping on the client and family, as well as the complexities of caring for clients experiencing mental health disorders. The clinical component provides students with opportunities to apply theoretical knowledge in mental healthcare settings.

Prerequisites: PSY 1012 General Psychology; NUR 2356 Multidimensional Care I

Pre- or co-requisite: NUR 2474 Pharmacology for Professional Nursing

NUR 2474 Pharmacology for Professional Nursing

40 hours, 4 credits

This course introduces students to the pharmacological principles for safe medication administration. Emphasis is placed on the classifications of medications used in the body systems. Special considerations are examined for the effects of medications and nursing interventions on special populations.

Prerequisite: None

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 components where students acquire knowledge, skills, and attitudes to safely and effectively care for clients with mental health and behavioral disorders across the life span 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 2502 Multidimensional Care III

120 hours, 6 credits

NUR 2502 Lecture (30 hours, 3 credits)

NUR 2502LL Clinical (90 hours, 3 credits)

Students explore diverse multidimensional strategies for nursing practice specific to reproductive, respiratory, cardiovascular, hematologic, and urinary system disorders. The clinical component provides students with opportunities to apply theoretical knowledge in healthcare settings.

Prerequisites: NUR 2392 Multidimensional Care II; NUR 2474 Pharmacology for Professional Nursing

NUR 2513 Maternal-Child Nursing

80 hours, 4 credits

NUR 2513 Lecture (20 hours, 2 credits)

NUR 2513LL Clinical (60 hours, 2 credits)

The focus of this course is on the professional nurse's role in providing safe, effective care for the mother, newborn, and child. This course examines relevant medication administration, pharmacology, nutritional principles, and cultural and spiritual diversity, as well as legal and ethical issues related to care of the maternal and pediatric client to promote health and safety. The clinical component provides students with opportunities to apply theoretical knowledge in healthcare settings.

Prerequisites: DEP 2004 Human Growth and Development; NUR 2392 Multidimensional Care II; NUR 2474 Pharmacology for Professional Nursing

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 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 life span.

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 2648 Professional Nursing Skills II

40 hours, 2 credits

This course introduces students to higher-level skills necessary to provide care for diverse clients across the lifespan. Students learn to care for clients with respiratory, gastrointestinal, hematological, and fluid balance disorders. Specific skills covered during this course are evaluated and validated in a supervised laboratory setting. Students have the opportunity to demonstrate medication administration for newborn and pediatric clients in a safe environment.

Prerequisite: NUR 2243 Professional Nursing Skills I

Pre- or co-requisite: NUR 2502 Multidimensional Care III

NUR 2755 Multidimensional Care IV

120 hours, 6 credits

NUR 2755 Lecture (30 hours, 3 credits)

NUR 2755LL Clinical (90 hours, 3 credits)

Students explore diverse multidimensional strategies for nursing practice specific to clients with neurological disorders and trauma. Students integrate prioritization, critical thinking, and higher-order problem solving to plan and provide care for patients in complex, specialized settings, including critical care, medical emergencies, and disasters. The clinical component provides students with opportunities to apply theoretical knowledge in healthcare settings.

Prerequisite: NUR 2502 Multidimensional Care III

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 life span.

Prerequisites: Professional Nursing II; Maternal Child Health Nursing

NUR 2832 Leadership and Professional Identity

80 hours, 4 credits

NUR 2832 Lecture (20 hours, 2 credits)

NUR 2832LL Clinical (60 hours, 2 credits)

This course examines the professional nursing leadership and management responsibilities. Students use evidence-based practice to guide decision-making and support clinical judgment to improve client outcomes. Students demonstrate principles of professional identity, and examine the regulatory standards of nursing practice within the legal and ethical underpinnings that improve healthcare. The clinical component provides students with opportunities to apply theoretical knowledge in healthcare settings.

Pre- or co-requisite: NUR 2755 Multidimensional Care IV

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 life span 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.

COURSE DESCRIPTIONS

NUR 2989 Associate Degree in Nursing Capstone**30 hours, 3 credits**

This capstone course serves as a culmination of previous learned content and experiences in the Associate Degree in Nursing program. Students apply critical-thinking skills to synthesize principles of physiological and psychosocial integrity, health promotion and maintenance, and quality improvement to deliver safe, collaborative healthcare. Students demonstrate clinical reasoning and engage in reflection and self-analysis as they prepare for transition to practice.

Prerequisite: This course must be taken in the student's final quarter

NUR 3306 Integration of Genetics and Genomics into Ethical Nursing Practice**40 hours, 4 credits**

In this course, students explore the multidimensional components of genetics and genomics in nursing practice. Student design an evidence-based plan of care inclusive of findings from a focused genetic and genomic assessment. Influences of legal and governmental policies are integrated into the pursuit of ethical advocacy for at-risk individuals and populations.

Prerequisite: None

NUR 3472 Emerging Healthcare Technologies and Innovation**40 hours, 4 credits**

In this course, the numerous roles of the Nurse Informatist are explored, including social, legal, and ethical components. Strategies to integrate principles of quality and safety with innovative technology are compared. Innovative technology to inform data-driven, valid decisions is integrated into healthcare delivery based on the technology life cycle.

Prerequisite: None

NUR 3561 Practice Excellence Through Innovation**20 hours, 2 credits**

This course is designed to examine the innovative process and develop creative ideas that may transform healthcare. Emphasis is placed on identifying traits of innovators and sources for innovation. Students create innovative healthcare proposals and disseminate the key components.

Pre- or co-requisite: NUR 3472 Emerging Healthcare Technologies and Innovation

NUR 3643 Research and Theory**50 hours, 5 credits**

This course provides an introduction to nursing theory development and research along with an emphasis on the works of selected prominent nursing theorists. Additionally, students examine principles of the research process to support the evaluation and utilization of nursing research. Associations between nursing research, theory, and evidence-based practice are explored. Students propose a solution to integrate evidence-based findings into nursing practice.

Prerequisite: STA 3215 Inferential Statistics and Analytics

NUR 3738 Integrative Nursing**40 hours, 4 credits**

This course contributes to the development of knowledge regarding holistic health, with an emphasis on nursing practice and research for the advancement of healthcare. Students gain an authentic expression of holistic knowledge they can apply to their practice and personal health. This course examines holistic principles and evidence-based approaches to promote patient-centered care. Students explore the

role of science in promoting holistic care while exploring the safety and efficacy of complementary and integrative therapies.

Prerequisite: None

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 into the Nursing Program

NUR 3894 Contemporary Issues in Nursing**40 hours, 4 credits**

This course explores current issues affecting nursing practice. Focus is placed on how healthcare concerns shape and guide nursing practice. Topics discussed in this course reflect a dynamic healthcare environment inclusive of communicable diseases, healthcare policy, ethical concerns, cultural and social issues, information technology, and nurse staffing.

Prerequisite: None

NUR 3907 Scholarly Communication in Nursing**40 hours, 4 credits**

This course prepares students to develop professional scholarly communication in the context of nursing. This course focuses on effectively communicating scholarly information in various formats, including written, visual, and verbal, to prepare for dissemination to the community.

Prerequisite: None

NUR 4153 Clinical Reasoning and Clinical Judgement**50 hours, 5 credits**

In this course, the processes involved in transformation of learned knowledge and skills into active nursing practice are examined. Situated cognition is integrated with multiple modes of inquiry to support modification of clinical judgment. Students determine lifelong strategies to refine assimilation of external and internal cues as precursors to reliable transition from knowing to doing.

Prerequisite: None

NUR 4244 Public Health Nursing**90 hours, 5 credits****NUR 4244 Lecture (30 hours, 3 credits)****NUR 4244LL Clinical (60 hours, 2 credits)**

In this course, students examine the foundations of community and public health nursing. The impacts of cultural influence, health determinants, and governing policy for public health are explored. Students collaborate with community partners to identify needs and design solutions. The clinical component provides students with opportunities to apply theoretical knowledge and practice population-based care.

Pre- or co-requisite (Standard Entrance and Second Degree A-BSN only): NUR 2502 Multidimensional Care I

NUR 4327 Influence of Policy, Finance, and Law on Healthcare**40 hours, 4 credits**

In this course, students examine the dynamics of health policy, economics, and legal influences on nursing practice. Emphasis is placed on political action, policy creation, economic considerations,

regulatory environments, and legal implications. Students select and appraise strategies to reduce risk of litigation related to errors in judgment and practice.

Prerequisite (Standard Entrance and Second Degree A-BSN only): NUR 2356 Multidimensional Care I

NUR 4590 Professional Identity of the Nurse Leader**80 hours, 5 credits****NUR 4590 Lecture (35 hours, 3.5 credits)****NUR 4590LL Clinical (45 hours, 1.5 credits)**

In this course, components of leadership and management are examined. Students integrate leadership and management principles into data-driven decisions impacting complex microsystems and macrosystems of healthcare delivery. Innovative strategies to facilitate meaningful change are examined with a focus on outcomes aligned with quality improvement processes. Students explore the evolution of professional identity inclusive of integrity, advocacy, leadership, and commitment to safe, effective, evidence-based nursing practice. The clinical component provides students with opportunities to apply theoretical knowledge in healthcare settings.

Pre- or co-requisite: NUR 4153 Clinical Reasoning and Clinical Judgment

NUR 4681 Global Health**40 hours, 4 credits**

In this course, students explore the foundations of global health, including the components of epidemiology. The impact of global disease surveillance processes is examined, and strategies to control emerging healthcare concerns are developed. A critique of access to global healthcare is discussed, with an emphasis on high-risk and vulnerable populations. Students gain perspective regarding methods to integrate social determinants and human rights concerns into global health planning.

Pre- or co-requisite: NUR 4244 Public Health Nursing

NUR 4756 Transition to Practice**90 hours, 5 credits****NUR 4756 Lecture (30 hours, 3 credits)****NUR 4756LL Clinical (60 hours, 2 credits)**

In this course, students collaborate within intraprofessional and interprofessional teams, integrating principles of leadership and professional identity to provide comprehensive, evidence-based, multidimensional nursing care. Complex medical surgical cases are examined from multiple perspectives as students integrate assessment data to design innovative solutions. Students apply principles of clinical reasoning and clinical judgment to demonstrate benchmarks associated with preparation for the NCLEX-RN®. The clinical component provides students with opportunities to apply theoretical knowledge in healthcare settings.

Prerequisites: NUR 2356 Multidimensional Care I; NUR 2392 Multidimensional Care II; NUR 2502 Multidimensional Care III; NUR 2755 Multidimensional Care IV

NUR 4922 Bachelor of Science in Nursing Capstone**40 hours, 4 credits**

In this course, students synthesize concepts of professionalism, ethics, research, quality and safety, leadership, emerging technologies, healthcare policies, and population and global health into strategies supporting practice excellence and sound clinical judgment. Emphasis in this culminating course is on the creation of a therapeutic environment for self and client. Evidence-based findings support decisions and inform nursing practice.

Prerequisite: This course must be taken in the student's final quarter

PGY 1300C Digital Photography and Image Editing**40 hours, 3 credits**

This course provides an introduction to the techniques and theories of digital photography, with an emphasis on photographs telling a story or emphasizing a subject or product. The course covers pre-visualization, composition, image capture, and digital manipulation and final output. Students will learn to appreciate and use photography as part of the communication process of design.

Prerequisite: None

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: In programs that specifically require this course, it must be completed by the end of the student's second quarter, otherwise 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

PHC 5030 Epidemiology for Public Health Professionals**40 hours, 4 credits**

In this course, students are introduced to epidemiological concepts. Students learn a variety of exposure-disease models related to disease pathways and occurrence prevention. Students learn the strengths and weaknesses of observational, qualitative, and clinical study designs. Students develop skills to assess the scope and magnitude of the risk factors that influence the health of a community.

Prerequisite: None

PHC 5103 Essentials of Public Health**40 hours, 4 credits**

This course includes introduction of public health concepts, overview of historical aspects of public health, and advances in the field of public health. Students learn models and tools that aid in the design of programs that promote healthy behaviors. Students understand the mission and the goals of public health, evaluate global health initiatives, and are introduced to the roles and responsibilities of various careers in this field.

Prerequisite: None

PHC 5374 Environmental Health and Emergency Preparedness**40 hours, 4 credits**

In this course, students learn principles of environmental health. Topics discussed include exposure assessment, environmental and occupational hazards, risk management, and disaster management. Students learn the impact

environmental laws and regulatory guidelines have on global health.

Prerequisite: None

**PHC 5441 Social Determinants of Health
40 hours, 4 credits**

This course presents students with an overview of social determinants of health within local, national, and global populations. Students learn how to develop strategies to mitigate health disparities as well as the impact determinants have on health outcomes. Students learn the impacts that bias, cultural competency, and health literacy have on the health outcomes of diverse groups.

Prerequisite: None

**PHC 5470 Principles of Health Behavior
40 hours, 4 credits**

This course studies basic principles of behavior analysis and identifies areas of public health in which these principles are used. Health behavior models for culturally appropriate and theory-driven individual and community-based behavior change interventions are examined. Students analyze literature and health belief models to develop, implement, and evaluate health behavior interventions within new or existing health promotion programs.

Prerequisite: None

**PHC 6117 Public Health Leadership
40 hours, 4 credits**

This course utilizes the Core Competencies for Public Health Professionals as the framework for self-assessment, designing a personal and professional leadership development plan, and identifying mentors and professional resources for growth. Topics include leadership strategies for interprofessional group cohesion, conflict management, and dealing with difficult people. Students examine various approaches to addressing cultural and diversity issues among work groups and in addressing various community audiences.

Prerequisite: None

**PHC 6517 Public Health Administration, Governance, and Management
40 hours, 4 credits**

This course focuses on the organization of public health systems, the policies governing these systems, and the delivery programs at the local, state, and federal levels. This course explores communication strategies that emphasize cultural awareness and diverse population initiatives. Topics covered include public health organization management and policies, interprofessional collaborative practices, financial management, local and state budgets, strategic planning, and quality improvement.

Prerequisite: None

**PHC 6716 Program Design and Evaluation
40 hours, 4 credits**

In this course, students identify a population health need and develop a program vision, goals, and process, including timelines and budgets. The course emphasizes community stakeholder engagement in the development of the program and detailing the interim and summative goals to be evaluated as the program is being implemented. The course also introduces how to develop a program proposal to align with the grant application process.

Prerequisite: None

**PHC 6724 Evidence-Based Public Health Research
40 hours, 4 credits**

This course builds upon epidemiological concepts about research principles and study designs related to public health. A range of research methodologies and designs are discussed, including qualitative and quantitative approaches, sampling methodologies, measurements, descriptive and inferential statistics, hypothesis testing, survey design and administration, data analysis, and interpretation.

Prerequisite: PHC 5030 Epidemiology for Public Health Professionals

**PHC 6940 Master of Public Health Practicum
120 hours, 4 credits**

During the practicum, students work with an organization to understand its role in the improvement of public health. During the practicum, students complete a project that supports the goals of the organization and its stakeholders. At the conclusion of the practicum, students reflect on their experience and the impact of their project on the field of public health.

Prerequisite: None

**PHC 6990 Master of Public Health Capstone
40 hours, 4 credits**

The Master of Public Health Capstone allows students to apply and synthesize the theory, knowledge, skills, and competencies they acquired in courses and the practicum. Students connect all aspects of the public health core competencies and apply them to analyzing and addressing public health initiatives. The capstone promotes the use of critical thinking, cultural competence, and evidence-based research to promote health and disease management in diverse populations.

Prerequisite: 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: HSC 1531 Medical Terminology; BSC 2346 Human Anatomy and Physiology I

**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: 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
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.

Pre- or co-requisites: PHT 1100 Introduction to Evidence-Based Practice and Therapeutic Interventions

**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: PHT 1200 Principles of Musculoskeletal Physical Therapy – Lower Quarter; BSC 2347 Human Anatomy and Physiology II

**PHT 2000 Principles of Neuromuscular Physical Therapy
50 hours, 4 credits**

*PHT 2000 Lecture (30 hours, 3 credits)
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-requisite: PHT 1300 Principles of Musculoskeletal Physical Therapy–Upper Quarter

**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.

Prerequisite: PHT 2000 Principles of Neuromuscular Physical Therapy

**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.

Prerequisite: PHT 2500 Physical Therapist Assistant Clinical

**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.

Pre- or co-requisite: PHT 2600 Physical Therapy Practice Across the Lifespan

COURSE DESCRIPTIONS

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. Pre- or co-requisite: PHT 2650 Physical Therapy Practice for Special Populations

Co-requisite: PHT 2800 Physical Therapist Assistant Capstone

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.

Pre- or co-requisite: PPHT 2650 Physical Therapy Practice for Special Populations

Co-requisite: PHT 2700 Physical Therapist Assistant Clinical II

PHY 4060 Understanding Ourselves Through Physics
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 how 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: This course should be taken in the student's first quarter

PLA 1108 Introduction to Legal Research
30 hours, 3 credits

This course introduces the legal research process for paralegals. 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. Students will learn the meaning and practice of Shepardizing.

Prerequisite: None

PLA 1305 Criminal Law and Procedure
40 hours, 4 credits

This course introduces students to criminal laws including classification of crimes, theories of punishment, rules and procedures of the pretrial process, stages of the criminal process, defenses, sentencing, and other related offenses. Students will be able to analyze what crimes would be applicable to a specific set of fact scenarios.

Prerequisite: None

PLA 1330 Legal Ethics
30 hours, 3 credits

This course develops the ability of paralegals to recognize and handle professional responsibility and ethical issues that arise in the practice of law. In-depth analysis of attorney and paralegal ethical codes, as well as researching answers to ethical dilemmas. Topics include the Unlicensed Practice of Law (UPL), confidentiality, privilege, conflicts of interest, and professional conduct. Students will research and apply ethical rules and guidelines to specific situations, as well as identify issues where paralegals must choose which tasks can be done independently or those which must be done by or under the supervision of an attorney.

Prerequisite: None

PLA 1423 Contracts
40 hours, 4 credits

This course introduces students to contract law including legal requirements and methods used to make an agreement enforceable. It covers remedies for breach of oral, written, and electronic contracts. Students will research the law of contracts and related ethical rules and apply them to drafting and correcting contract clauses as they would in a law office.

Prerequisite: None

PLA 2203 Civil Litigation
40 hours, 4 credits

This course is the study of civil litigation. It places focus on the paralegal's role through each stage of a civil case from the first point of contact with a client, through each stage of litigation. Topics covered include initiating a lawsuit including pleadings, the discovery stage of a lawsuit, legal motions, and documents in preparation for trial. This course prepares students to construct pleadings, interview clients, and to prepare discovery, trial, and post-trial documents.

Prerequisite: None

PLA 2273 Torts

This course introduces students to intentional torts, unintentional torts, negligence, including the standard of care, causation, limitation of duty defenses, strict liability, and damages.

Prerequisite: None

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: None

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: None

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: None

PLA 2620 Property and Estate Planning
40 hours, 4 credits

This course provides basic concepts of the laws of property and probate. Students will apply laws and ethics to drafting real estate, probate, and estate planning documents. Students will use client interview answers to create several types of legal and financial documents needed in this field.

Prerequisite: None

PLA 2763 Law Office Management
30 hours, 3 credits

This course engages students in understanding how a law office operates. Topics covered include file management, law office billing, professional communication, the use of software in the law office, and how social media plays a role in the law office.

Prerequisite: None

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: None

PLA 2820 Paralegal Associate Capstone
40 hours, 4 credits

This course prepares students for entry into the legal community through a simulated and meaningful law office experience in an online environment. Students will demonstrate their mastery of the content of their core curriculum and apply specialized theory, skills, and concepts. Students will engage in advanced analysis, research, and writing projects. Students will engage in practical work experience in the day-to-day operations of a

law office work environment and will handle simulated client cases.

Prerequisite: This course should be taken in the student's final quarter

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 1032 Client-Centered Care I
90 hours, 5 credits

PRN 1032 Lecture (30 hours, 3 credits)
PRN 1032LL Clinical (60 hours, 2 credit)

This course introduces students to foundational knowledge for practical nursing, including basic care, comfort, and nutrition. Students identify client-centered interventions for individuals with concerns related to safety and mobility. Nursing care for the client with infectious, inflammatory, immunologic, integumentary, musculoskeletal, and sensory or perception disorders is explored. The clinical component provides students with opportunities to apply theoretical knowledge in healthcare settings.

Prerequisite or Co-requisite: NUR 1055 Introduction to Nursing

PRN 1150 Practical Nursing Skills I
40 hours, 2 credits

This course introduces students to skills required for basic care and comfort of individuals experiencing alterations in skin integrity, nutrition, and metabolism. Students demonstrate appropriate techniques for data collection, medical asepsis, standard precautions, and universal precautions. Accurate medication calculation and demonstration of safe medication administration are required.

Prerequisite or Co-requisite: PRN 1032 Client-Centered Care

PRN 1178 Client-Centered Care II
90 hours, 5 credits

PRN 1178 Lecture (20 hours, 2 credits)
PRN 1178LL Clinical (60 hours, 3 credits)

In this course, students build on previously acquired knowledge to provide safe and effective care for the client with alterations in endocrine and musculoskeletal systems or cancer. Additionally, nursing interventions for the perioperative client is explored. Normal and abnormal diagnostic and lab results for these related disorders are discussed. The clinical component provides students with opportunities to apply theoretical knowledge in healthcare settings.

Prerequisite: PRN 1032 Client-Centered Care I

PRN 1253 Principles of Gerontological Nursing
50 hours, 3 credits

PRN 1253 Lecture (20 hours, 2 credits)
PRN 1253LL Clinical (30 hours, 1 credit)

This course provides an overview of the Practical Nurse's role when providing client-centered care for the older adult. The student will focus on promoting a holistic approach to care for the geriatric client. This course examines basic pathophysiological, nutritional, pharmacology, psychosocial, and ethical and legal responsibilities associated with the care of the older adult client. The clinical component provides students with opportunities to apply theoretical knowledge in healthcare settings.

Pre or co-requisites: PRN 1032 Client-Centered Care I

**PRN 1381 Principles of Pharmacology
30 hours, 3 credits**

This course provides foundational knowledge of pharmacotherapeutics as related to client care. Major drug classifications, as well as principles of pharmacokinetics and pharmacodynamics are explored for medications affecting the body systems. Legal, ethical, and professional considerations surrounding medication administration are explored. Resources needed for safe medication preparation and administration, as well as principles of professional communication related to client safety, are presented.

Pre- or co-requisites: MAT 1222 Algebra

**PRN 1409 Client-Centered Care III
90 hours, 5 credits**

*PRN 1409 Lecture (30 hours, 3 credits)
PRN 1409LL Clinical (60 hours, 2 credits)*

This course builds upon previously learned client-centered care content. Emphasis is now placed on care of the client with disorders related to the urinary, respiratory, cardiovascular, and hematologic systems. The clinical component provides students with opportunities to apply theoretical knowledge in healthcare settings.

Prerequisite: PRN 1178 Client-Centered Care II, PRN 1381 Principles of Pharmacology

**PRN 1562 Principles of Mental Health Nursing
70 hours, 4 credits**

*PRN 1562 Lecture (25 hours, 2.5 credits)
PRN 1562LL Clinical (45 hours, 1.5 credits)*

This course focuses on caring for clients with mental health disorders. Emphasis is placed on foundations of mental health concepts, therapeutic environments, coordinated care, and crisis management interventions. Care of the client with substance abuse, addictive disorders, and psychobiologic disorders, as well as special populations with mental health disorders, is presented. The clinical component provides students with opportunities to apply theoretical knowledge in mental healthcare settings.

Pre- or co-requisite: PRN 1178 Client-Centered Care II

**PRN 1664 Practical Nursing Skills II
20 hours, 1 credits**

This course reviews skills used within the practical nursing role. Skills focus on the care of the client with fluid and electrolyte imbalance and disorders of the gastrointestinal, respiratory, cardiac, and hematologic systems. Accurate medication calculation and demonstration of safe medication administration are required.

Prerequisite: PRN 1150 Practical Nursing Skills I

**PRN 1725 Client-Centered Care IV
90 hours, 5 credits**

*PRN 1725 Lecture (30 hours, 3 credits)
PRN 1725LL Clinical (60 hours, 2 credits)*

This course builds on previous knowledge to focus on care associated with diseases and disorders related to the neurologic system. The nursing process is utilized as students learn to care for clients experiencing complex disorders and medical emergencies. The role of the practical nurse in perioperative nursing care, emergency response, and disaster preparedness is also included. The clinical component provides students with opportunities to apply theoretical knowledge in healthcare settings.

Prerequisite: PRN 1409 Client-Centered Care III

**PRN 1831 Principles of Maternal-Child
Health Nursing
70 hours, 4 credits**

*PRN 1831 Lecture (25 hours, 2.5 credits)
PRN 1831LL Clinical (45 hours, 1.5 credits)*

This course explores health promotion and maintenance of women from the prenatal to postpartum period and the newborn from conception to adolescence. Normal growth and development, as well as deviations from normal, are explored. The focus of the course is on providing a safe, effective care environment for the mother, newborn, and child. Relevant pharmacological interventions, nutritional principles, cultural and spiritual diversity, as well as legal and ethical issues related to maternal and pediatric care are included. The clinical component provides guided clinical experiences that allow students to apply theoretical knowledge in healthcare settings.

Pre- or co-requisite: PRN 1409 Client-Centered Care III

**PRN 1993 Practical Nursing Diploma
Capstone
30 hours, 3 credits**

This capstone course serves as the culminating experience of the Practical Nursing Program. Students synthesize the knowledge needed to deliver client-centered nursing care inclusive of physiological and psychosocial integrity, health promotion and maintenance, and quality improvement, while collaborating to provide a safe and effective care environment. Students demonstrate clinical reasoning and engage in reflection and self-analysis as they prepare for transition to practice.

Prerequisite: This course must be taken in the student's final quarter

**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.

Prerequisite: 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: PTN 1009 Foundations of Pharmacy Practice

**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: PTN 1146 Pharmacy Calculations

Pre- or co-requisite: PTN 1237 Pharmacology 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

**QMB 1000C Fundamentals of Data Analytics
40 hours, 3 credits**

In this course, students will be introduced 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: This course is expected to be the first lower-level core course completed

**QMB 1100C Software Design Using C#
50 hours, 3 credits**

In this course, students will be introduced to fundamental aspects of programming and proper C# software design concepts. Students will gain an understanding of how computational techniques and software engineering processes are applied in solving a variety of problems. Topics include the use of flowcharts, pseudocode, UML diagrams, and the C# language to implement solutions.

Prerequisite: None

COURSE DESCRIPTIONS

QMB 1200C Object-Oriented Programming Using Java
60 hours, 4 credits

In this course, students will learn about object-oriented programming (OOP) concepts. Students will implement various OOP concepts in the Java programming language. Topics include structured programming, creation and use of classes, class relationships, and the integration and modification library functions, classes, and interfaces.

Prerequisite: QMB 1100C Software Design Using C#

QMB 2000C Introduction to Linux in Analytics
60 hours, 4 credits

In this course, students will learn how to install the Linux operating system. Students will also learn basic shell commands used in Linux including command-line utilities. Students will be able to implement shell scripts, deploy various software components, and archive and compress files.

Prerequisite: None

QMB 2100C Data Platforms
60 hours, 4 credits

This course introduces students to multiple data platforms. The course will compare the differences in how to perform various data operations on structured and unstructured data. Students will also interpret the results of those operations to solve business problems.

Prerequisite: None

QMB 2200C Fundamentals of Data Visualization
60 hours, 4 credits

This course is an introduction to the concepts and tools used in current visualization methodologies. Students will be able to understand the software and other processes used to produce visualizations. Topics covered will include report design, human perception of visualization, and chart selections rules.

Prerequisite: None

QMB 2300C Introduction to Data Warehousing
60 hours, 4 credits

This course is the study of integrated enterprise data warehouse systems. Topics include migration of relational and unstructured data, analytics platforms and components, and the integration of analytics and business intelligence processes in data warehouses. This course prepares students for future exploration of targeted ecosystems and platforms encountered in advanced analytics and business intelligence courses.

Prerequisite: None

QMB 2400C Introduction to Analytics Environments
60 hours, 4 credits

This course is the study of analytic environments including the platforms, systems, and components used to facilitate the building of analytics environments. Topics include an exploration of the terms used in analytics, analytics tools, and business intelligence and integrated processes used in analytic environments.

Prerequisite: None

QMB 2500C Open Source Scripting Languages
60 hours, 4 credits

This course is an introduction to modern scripting languages used in data analytics processes with an emphasis on open-source scripting languages. The purpose of the course is to prepare students to be able to build scripts that perform the various steps used in data analytics.

Prerequisite: None

QMB 2600C Discrete Math for Data Analytics
40 hours, 4 credits

In this course, students will study sets, logic, counting, probability, number theory, and graph theory. Topics include set theory, truth tables, proofs, induction, natural numbers, basic algorithms, and graphs. The emphasis is on mathematical thinking and reasoning. This course will prepare students to apply abstract thinking in their prospective career fields.

Prerequisite: MAC 1106 Advanced Algebra

QMB 3000 Introduction to Data Analytics
60 hours, 4 credits

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.

Prerequisites: Expected to be completed in the first term; COP 1350C C++ Programming; COP 1532C Database Fundamentals for Programmers

QMB 3100 Foundations of Analytics Platforms, Environments, and Software
60 hours, 4 credits

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

QMB 3200 Introduction to Scripting
60 hours, 4 credits

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
60 hours, 4 credits

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
60 hours, 4 credits

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
60 hours, 4 credits

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
60 hours, 4 credits

This course is for the student of 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 jobs. 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
60 hours, 4 credits

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
60 hours, 4 credits

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
60 hours, 4 credits

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
60 hours, 3 credits

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

QMB 5000 Foundations of Data Science
40 hours, 4 credits

This course introduces students to the core concepts, processes, and tools of data science, while exploring the basics of common techniques in the data science field. In this course, students will develop the skills needed to apply the early aspects of the life cycle of analytics. Students will review the different types of data sources and explore various data models and algorithms. Students will also use basic tools to complete an analysis and collaborate within teams to evaluate case studies and explore ways in which stakeholder's needs are met through data science.

Prerequisite: Expected to be completed in the student's first quarter

QMB 5100C Data Science Languages
60 hours, 4 credits

In this course, students will improve their knowledge of the most current programming languages in data science including relevant data structures, functions, and methods of invoking application programming interfaces (APIs), and techniques that support the construction of large-scale data science applications.

Prerequisite: Expected to be completed in the student's first quarter

QMB 5200C Advanced Database Management
60 hours, 4 credits

In this course, students will improve their database design skills while obtaining more experience writing complicated SQL queries for relational databases. Students will also gain a strong exposure to technologies and software that work with databases to support higher levels of data integration. In addition, students will be exposed to alternatives to relational databases and understand the advantages and disadvantages of each, most notably, document databases and graph-based databases.

Prerequisite: None

QMB 5300C Statistical Methods
60 hours, 4 credits

In this course, students will learn basic statistical methods through the use of linear model theory and regression. Students will learn how to apply statistical techniques to improve the performance of data analysis systems. Although R or Python programming is necessary to carry out assignments, this course does not offer programming instructions. Students are expected to have basic R or Python skills and to improve upon them throughout the course.

Prerequisite: None

QMB 5400C Fundamental Classification Techniques
60 hours, 4 credits

In this course, students will focus on techniques, concepts, methods, and skills for developing classification models, analysis databases, and data warehouses. Students will develop analytical thinking to identify appropriate business strategies. This course focuses on the programmatic interface between databases and analytical tools, the classification foundation of data science, dimensional modeling, and the extraction-transformation-loading staging of a database and data warehouse.

Prerequisite: None

QMB 5500C Risk Assessment and Modeling Methods
60 hours, 4 credits

This course covers the fundamental concepts of risk and exposure as well as the existing techniques in insurance, health management, and financial industries. Students will assess, map, and minimize potential risks using the available data analytics techniques.

Prerequisite: None

QMB 6000C Advanced Statistical Techniques
60 hours, 4 credits

This course expands upon basic statistics in order to support the means of determining solutions to problems that require several levels of decision-making or that may approach an intractable level. This course introduces techniques including Markov Process Models, Principal components analysis, and Monte Carlo Simulation. This course builds on an existing foundation of basic probability and distributions.

Prerequisites: QMB 5300C Statistical Methods; QMB 5500C Risk Assessment Modeling

QMB 6100C Advanced Machine Learning
60 hours, 4 credits

This course addresses the application of neural nets, deep learning method, and cross-learning technique for classification and verification. It also covers techniques including the application of support vector machines (SVM), genetic algorithms, and genetic programming.

Prerequisite: QMB 5400C Fundamental Classification Techniques

QMB 6200C Text Mining
60 hours, 4 credits

This course covers theoretical aspects that are relied upon in text mining techniques, as well as the application of text mining tools. Use of these tools supports the development of complete software pipelines, which in turn, support the means of extracting hidden patterns and information from large collections of unstructured data. Students will gain a solid understanding of how to interpret large collections of textual data and apply several techniques of learning against them.

Prerequisite: QMB 5400C Fundamental Classification Techniques

QMB 6300C Big Data Technologies
60 hours, 4 credits

This course will introduce the student to working within the world of big data, by explaining its purpose, major tools, programming paradigms as well as data structures and programming techniques. IT will also inform the student on how to approach development of big data applications as well as how to tune and optimize applications in this environment.

Prerequisite: None

QMB 6400C Data Visualization and Communication
60 hours, 4 credits

In this course, students will conduct descriptive, predictive, and prescriptive data analysis, and utilize various programs to visualize the findings. Students will then articulately convey those findings using technical writing and reporting skills.

Prerequisite: QMB 5200C Advanced Database Management

QMB 6900L Data Science Capstone
80 hours, 4 credits

In this course, students will solve and address data science problems in an industry setting, such as medicine and health, retail, engineering, or government agency. The final project synthesizes machine learning, data mining, statistical learning, decision analysis, and computational challenges involved in solving complex, real-world problems.

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

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.

Prerequisites: Introduction to Radiology and Patient Care; Algebra

RTE 1200 Advanced Modalities in Radiology
30 hours, 3 credits

RTE 1200 Lecture (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 and RTE 2500 Radiographic Positioning and Anatomy III

RTE 2000 Radiographic Equipment and Acquisition
40 hours, 3 credits

RTE 2000 Lecture (20 hours, 2 credits)
RTE 2000L Lab (20 hours, 1 credit)

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, computer radiography, and direct radiography equipment and processing. This course will prepare students for operation of all radiographic equipment and the selection of appropriate factors.

Prerequisites: RTE 1000 Introduction to Radiology and Patient Care

RTE 2100 Radiographic Evaluation, Disease, and Quality Control
30 hours, 3 credits

RTE 2100 Lecture (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.

Prerequisites: Structure and Function of the Human Body; Radiographic Equipment and Acquisition

RTE 2200 Radiobiology and Radiation Protection
50 hours, 4 Credits

RTE 2200 Lecture (30 hours, 3 credits)
RTE 2200L Lab (20 hours, 1 credit)

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
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.

Prerequisites: 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

COURSE DESCRIPTIONS

RTE 2500 Radiographic Positioning and Anatomy III**110 hours, 5 credits***RTE 2500 Lecture (10 hours, 1 credit)**RTE 2500LL 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***RTE 2600LL Clinical (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 I of this course.

Prerequisite: Radiographic Positioning and Anatomy III; Radiobiology and Radiation Protection

RTE 2700 Radiologic Technology Practicum II**300 hours, 10 credits***RTE 2700LL Clinical (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 I of this course.

Prerequisites: 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**300 hours, 10 credits***RTE 2800LL Clinical (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 I 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 other Radiologic Technology program core courses.

Co-Requisite: RTE 2800 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

SSE 1250 Multiculturalism and Diversity**40 hours, 4 credits**

We live in a diverse world, and it is important to understand how to work with diverse people. In this course, students will be exposed to multicultural perspectives, unconscious bias, and how to work with diverse populations. Moving beyond cultural competence, this course will expose students to cultural theories that support continuous knowledge of diverse populations and working with various cultures and ethnicities.

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: Passing grade in Developmental Education coursework or placement determined by Rasmussen University entrance placement exam

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 University 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

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 students 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 I 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 students 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 I 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.

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 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

**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 coursework 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**

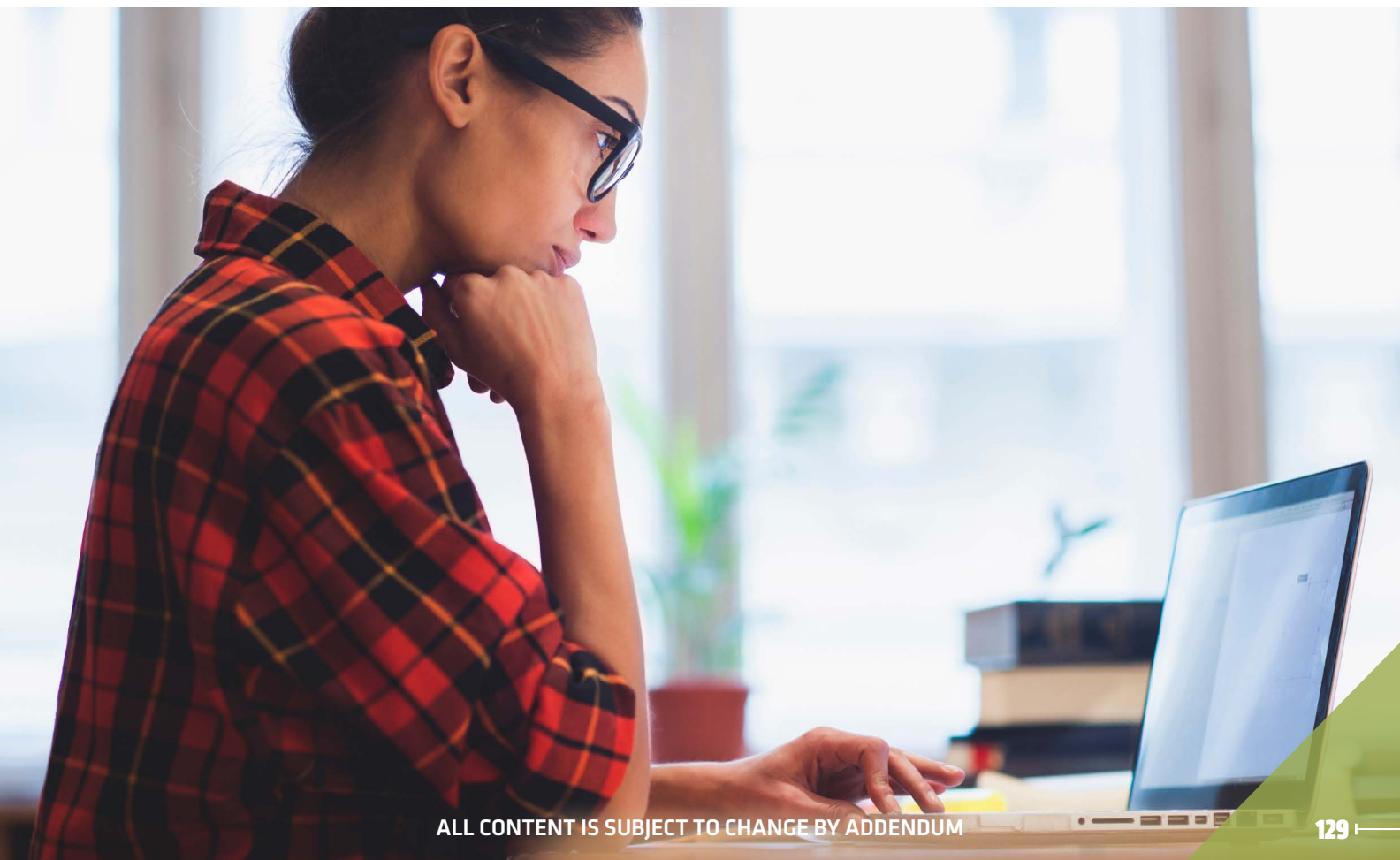
This course will synthesize outcomes from the Supply Chain and Logistics Management program and allow students to exhibit their learning in a field experience. Students working in-field will reflect upon and apply knowledge and skills in the areas of global logistics, operations, supply chain, process 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



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

ADMISSIONS POLICIES

Congratulations on taking the first steps toward earning your degree. When you've chosen the program that best meets your needs, apply for admission by submitting or completing the following steps and other acceptance requirements as determined by your program. Detailed information related to the application and acceptance requirements follows the list below. The University will notify each applicant in writing of acceptance or rejection based on fulfillment of all of the requirements identified below, collectively known as the Admissions Policies:

Application Requirements*

All applicants must have fulfilled each of the following in order to advance through the enrollment process.

- Application and enrollment agreement
- Attestation of high school graduation or equivalency
- Rasmussen University entrance placement assessment(s), if applicable
- Non-cognitive assessment, if applicable

Enrollment Requirements*

Once the application requirements have been met an applicant may be registered for their first term of courses pending fulfillment of the remaining enrollment and acceptance requirements.

- Experiential online orientation, unless exempted
- Background check (select programs require prospective student's completion of a background check)
- Immunization records completed, as required by state and/or program of enrollment

Acceptance Requirements*

In addition to the application and enrollment requirements identified above, all students must meet the acceptance requirements below to be officially accepted to Rasmussen University. Students must be officially accepted to Rasmussen University into an eligible degree or certificate program as one of the eligibility requirements to receive and have financial aid disbursed to their student account.

- Background check cleared for acceptance (select programs require prospective student's completion of a background check)
- High School Verification documentation, if required, provided upon request, including submission of international high school documentation
- Transcripts, official transcripts, as required by program
- International student documentation, as required

- Select programs have program specific admissions requirements in addition to all general Rasmussen University admissions requirements. See the admissions requirements for these programs within the applicable program page of the catalog

If for any reason the data supplied in the admissions process is found to be false, invalid or does not satisfy state or federal requirements, the applicant/student must understand:

1. they will not have met the admissions requirement of Rasmussen University and will be subject to immediate dismissal,
2. all Title IV financial aid and any state or institutional financial aid that was disbursed on behalf of the student may be refunded to the appropriate source, and
3. the student will be responsible to Rasmussen University for any and all money refunded, and
4. Rasmussen will make the appropriate determination as to what grades will appear on the transcript, and
5. by completing the enrollment process at Rasmussen University the applicant accepts the consequences of providing incomplete, false, invalid, or unsatisfactory information.

*Programmatic Exceptions to the Enrollment Procedures identified above:

Physical Therapist Assistant Enrollment Procedures

Application Requirements: School of Health Sciences Entrance Exam, Background Check, and Programmatic Interview. Once these are met an acceptance letter will be issued. Once acceptance is issued the Enrollment Agreement can be signed, it must be on file at the University on or before the start date of the program. The Online Experiential Orientation is considered an enrollment requirement and must be met to continue through the first quarter of enrollment. In order to continue in the program into subsequent quarters the programmatic Orientation must be completed prior to the last day of the first quarter of enrollment or reentry in the program.

Acceptance Requirements and Enrollment Procedure Details

The University will notify each applicant in writing of acceptance or rejection based on fulfillment of the following requirements:

- Completed application and enrollment agreement
- An attestation of high school graduation or equivalency: At any

time during the enrollment process or while a student is enrolled in a program at Rasmussen University the applicant or student may be required to provide additional evidence of high school graduation or its equivalency upon request.

In general, the request for additional information will require the submission of a transcript (preferred) or a diploma identifying the student, the institution and the date of graduation or evidence of completing one of the equivalents identified below. The University, at its sole discretion, will determine the validity and applicability of the documents presented. Failure to provide required documentation may result in a denial of admission or an administrative withdrawal or dismissal from the University.

Rasmussen University follows the guidelines of the US Department of Education in recognizing alternative equivalents to a high school diploma:

- a GED certificate;
- a certificate or other official completion documentation demonstrating that the student has passed a state-authorized examination (such as the Test Assessing Secondary Completion (TASC) the High School Equivalency Test (HiSET), or, in California, the California High School Proficiency Exam) that the state recognizes as the equivalent of a high school diploma (certificates of attendance and/or completion are not included in this qualifying category);
- for homeschooled students, a copy of a secondary school completion credential for homeschool other than a high school diploma or its recognized equivalent) if state law requires homeschooled students to get that credential. If it is not required, a transcript or the equivalent signed by the parent or guardian that lists the secondary school courses the student completed and documents the successful completion of a secondary school education in a homeschool setting;
- an associate's degree;
- successful completion of at least 60 semester or trimester credits or 72 quarter credits that does not result in the awarding of an associate's degree, but that is acceptable for full credit toward a bachelor's degree at any institution; or
- enrollment in a bachelor's degree program where at least 60 semester or trimester credits or 72 quarter credits have been successfully completed, including credits transferred into the bachelor's degree program.

- Graduates of high schools outside of the United States must provide evidence of an equivalency to U.S. secondary education standards. Applicants must provide appropriate documentation as identified by the Ministry of Education in the country where the secondary education was completed along with the standard attestation. The transcript/diploma needs to be evaluated by an academic credential evaluation agency to indicate the student's education level equivalent to U.S. secondary education standards and should be transcribed into English. A list of approved evaluators can be found at <http://www.naces.org/members.html> In the rare circumstance where it is impossible for a refugee, any asylee, or a victim of human trafficking to obtain documentation of a secondary school education in a foreign country the applicant will work with their Admissions Advisor to identify alternative submissions in compliance with US Department of Education guidelines.
- Rasmussen University only accepts official and unofficial transcripts and grade reports for courses completed at regionally or nationally accredited institutions of higher learning as recognized by the U.S. Department of Education or the Council on Higher Education Accreditation (CHEA).
- All new students who enroll in a degree, diploma, or certificate program are required to take the Rasmussen University Entrance Placement English and Math assessments. Applicants providing a college transcript or grade report indicating a grade of C or higher in college-level English and/or Mathematics are not required to complete University 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

Entrance Placement Assessment

The Rasmussen Ready assessment is used to determine a student's proficiency in Math and English. General education skills including literacy and numeracy are central to the Rasmussen University 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 18–25 items correct 26–40 items correct	Not eligible for admission B080 Reading and Writing Strategies ENC 1101 English Composition
Math		
Illinois:	0–10 items correct 11–20 items correct	B095 Combined Basic and Intermediate Algebra Lower-division Math / Natural Sciences coursework
Non-Illinois and Online:	0–7 items correct 8–20 items correct	B087 Practical Math Lower-division Math / Natural Sciences coursework

stated minimum School of Health Sciences and School of Nursing Entrance Exam composite score acceptable for admission to the program are exempt from the Rasmussen University Entrance Placement Assessment when the composite score threshold is met for that program according to the School of Nursing and School of Health Sciences acceptance policies. School of Nursing and School of Health Sciences applicants who do not meet the intended program's minimum score for entrance and score below a 48.5 are required to take the University Entrance Placement Assessment in order to enroll in another program. Applicants who have achieved a score of 48.5 or higher on the School of Health Sciences and School of Nursing Entrance Exam within the past five years are exempt from the Rasmussen University Entrance Placement Assessment for any program that does not require a minimum School of Health Sciences and School of Nursing Entrance Exam composite score.

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 University Entrance Placement Assessment to determine placement upon return. Returning students who did not take the Rasmussen Ready assessment who have successfully completed the courses at Rasmussen

University for which Developmental Education courses are prerequisites, or their equivalents, are not required to take the University Entrance Placement Assessment.

Students who transfer from other universities, and whose Entrance Placement Assessment scores fall within the range of Developmental Education, will be required to complete the Developmental Education courses.

Applicants who place below the level of B080 Reading and Writing Strategies are not eligible for admission to Rasmussen University. Applicants may, after three months, have the option to retake the University Entrance Placement Assessment(s). When an extenuating situation exists, an appeal may be submitted to the Assistant Vice President of Academic Innovation to allow an applicant to repeat the entrance exam in fewer than three months.

- Applicants providing a college transcript or grade report indicating a grade of C or higher or a grade of Pass in college-level English and/or Mathematics are not required to complete University 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 without a conferred associate's degree or higher and who have not completed a college-level English course are required to complete the English placement examination. Students who have not completed a college-level Math course are required to complete

the Math portion of the placement assessment.

Applicants providing a transcript or grade report with a conferred associate's degree or higher are not required to complete the University Entrance Placement Assessment 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 University Entrance Placement Assessment in mathematics and will not require Developmental Education coursework in this area.

- Successful completion of a non-cognitive assessment. All prospective students of Rasmussen University, except as noted below, 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 an entrance requirement into Rasmussen University; 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 the Background Check policy and the program page for additional information.
- In addition to all general Rasmussen University admissions requirements, individuals applying for admission to select programs must also satisfy program-specific admissions requirements. Programs with program-specific admissions requirements include: Health Information Management, Law Enforcement, Medical Laboratory Technician, Paralegal Certificate, Physical Therapist Assistant, Radiologic Technology, Surgical Technologist, and School of Nursing programs. See the admissions policies for these programs under Academic Information and University Policies.
- In addition to all other admissions requirements, students must be at least 16 years old to enroll at Rasmussen University.

The University 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 University determines that admission of the applicant would create a potential danger or disruption to the University 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 University 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 or if delivered electronically, the date the email was sent.

University Acceptance or Denial of Enrollment for Programs with 12-Week Quarters

The University will notify each applicant in writing of acceptance or rejection based on fulfillment of the University Acceptance or Denial requirements and the following requirements:

- Completion of the Online Orientation.
- Applicants must have a conferred associate's or bachelor's degree from a regionally or nationally accredited institution that is recognized by the U.S. Department of Education or the Council of Higher Education Accreditation (CHEA). Alternatively, select programs may accept students who have successfully completed 60 quarter or 40 semester college-level credits with a grade of "C" or higher in each course from a regionally or nationally accredited institution that is recognized by the U.S. Department of Education. Any student who has not successfully completed university level math and college-level English Composition coursework with a grade of "C" or higher must achieve a score on the University Entrance Placement Assessment acceptable for admission into the University at a level that does not require developmental coursework. See Transfer of Credit Policies for program-specific acceptance requirements.
- In order to determine eligibility and acceptance, official and unofficial transcripts as well as grade reports from regionally or nationally accredited institutions recognized by the U.S. Department of Education will be evaluated per the transfer policy of Rasmussen University. 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 those courses upon receipt of an official transcript and enrollment in a program.
- An applicant may be accepted into

ACADEMIC INFORMATION AND UNIVERSITY POLICIES

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 University 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 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 University and has not been altered. A printed copy of a PDF transcript is not official.

University Acceptance or Denial of Enrollment for Flex Choice® Competency-Based Education (CBE) Programs

In order to determine eligibility and acceptance, official and unofficial transcripts as well as grade reports from regionally or nationally accredited institutions recognized by the U.S. Department of Education or the Council on Higher Education Accreditation (CHEA) will be evaluated per the transfer policy of Rasmussen University. 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 those courses upon receipt of an official transcript and enrollment in a program.

An applicant may be accepted into a Flex Choice® CBE six-month term 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 University 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 at the start of the next Flex Choice CBE six-month term 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 University and has not been altered. A printed copy of a PDF transcript is not official.

Note that program-specific acceptance requirements may apply in addition to the standard Flex Choice CBE six-month term acceptance requirements.

Orientation

All prospective students, except as noted below, are required to complete an Experiential Online Orientation to be accepted at Rasmussen University. This required online orientation provides students with valuable tools and knowledge necessary for success at Rasmussen University. The following students are exempt from the online orientation unless they are changing/adding course delivery modalities:

- Graduates and Completers who return to Rasmussen University within one year following their graduation date.
- Returning students who reenter within two Rasmussen University academic start dates since withdrawing from the University and have a Cumulative GPA in their previous program of 2.0 or greater.
- Prior applicants who previously completed the online orientation within the two most recent Rasmussen University academic start dates.
- Academy for Urban School Leadership Students.
- Individuals who, due to extenuating circumstances, may be allowed an exception granted by the Campus Director.

Student Location

The state in which a student is located is determined from the address the student reports at the time of initial enrollment. This address may be updated at any time by the student, or upon the student's request, which may update the student's location.

Payment of Tuition and Fees

Financing your education is one of the most critical components to understand as you embark on your higher education experience. There may be several options available to you in order to finance your education, including scholarships, grants, tuition reimbursement, federal, state, and private student loans, as well as direct payments from you. For additional information regarding funding your education options, please visit <https://www.rasmussen.edu/tuition>. Once a student has had their financial aid eligibility determined, a student payment will be scheduled for any balance not covered by financial aid resources. Student payments are due in full prior to or on the first day the term begins. It is your responsibility to ensure you have a financial plan in

place prior to beginning classes. This includes completing and providing all the required information to Financial Aid prior to starting classes. If a student has not submitted all requested financial aid eligibility documentation by the beginning of the fifth week of the quarter, a student payment will be scheduled for the full balance due immediately and must be paid by visiting the Student Account Center at portal.rasmussen.edu. The University does not accept cash but does accept checks mailed to the Business Office and electronic payments including credit cards, debit cards, and electronic checks. All electronic payments must be made through the link in the Student Account Center. Failure to pay all outstanding charges (tuition, fees, and other institutional charges) by the due date(s) or in full prior to the term end date may result in collection attempts and the inability to continue courses and withdrawal from the University. As you approach graduation, please ensure your account balance is paid in full prior to graduating, or you will not receive your official transcript and diploma. To view your student account balance information, visit the Student Account Center at portal.rasmussen.edu.

For any student using U.S. Department of Veterans Affairs Post 9/11 G.I. Bill® (Chapter 33) or Vocational Rehabilitation and Employment (Chapter 31) benefits, Rasmussen University ensures that no penalty will be imposed, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, due to the delayed disbursement of a payment by the U.S. Department of Veterans Affairs. To qualify, the student may be required to provide the VA Certificate of Eligibility (COE) by the first day of class, a written request to be certified, or additional information necessary for the proper certification by the University.

Background Checks

For some programs, Rasmussen University requires students and potential students to pass background checks for admission or program changes/program transfers. Additional background checks 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 University, in its sole discretion. The background check is designed to alert students and potential 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 any of the following lists is intended to apply to all credential levels and specializations

within the program unless specified otherwise. Programs listed here may not be available in each state or at every campus. See program pages in this catalog or program listings on rasmussen.edu for program availability.

At all campuses, the following programs require a general background check through Rasmussen University's chosen third-party vendor for acceptance into the program. An additional general background check may also be required during active enrollment prior to practicum or clinical placement depending on site requirements.

- Criminal Justice
- Early Childhood Education
- Health and Wellness
- Health Information Management
- Health Information Technician
- Healthcare Associate's
- Healthcare Certificate
- Healthcare Management
- Health Sciences Associate's
- Nursing Assistant (all except specialization)
- Human Services
- Medical Administrative Assistant Certificate
- Master of Healthcare Administration
- Master of Science in Nursing
- Medical Billing and Coding
- Paralegal
- Pharmacy Technician Certificate

At all Illinois, Kansas, and Wisconsin campuses, the following programs require a general background check through Rasmussen University's chosen third-party vendor for admission. An additional general background check may also be required during active enrollment 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
- Medical Assisting Diploma
- Medical Laboratory Technician
- Professional Nursing
- Surgical Technologist

At all Illinois campuses, the following programs require an Illinois Health Care Worker background check through the Illinois Department of Public Health for admission. An additional general background check may also be required during active enrollment prior to practicum or clinical placement depending on site requirements.

- Nursing Assistant Certificate
- Health Sciences Associate's Degree – Nursing Assistant Specialization

At all Florida campuses, the following programs require a general background check through Rasmussen University's chosen third-party vendor for admission. An additional general background

check may also be required during active enrollment prior to practicum or clinical placement depending on site requirements.

- Medical Assisting Diploma

At all Florida campuses, the following programs require two background checks for admission – one through Rasmussen University's chosen third-party vendor and one meeting the Florida statutory definition of a Level 2 background check. An additional general background check and FL Level 2 background check may also be required during active enrollment 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
- Physical Therapist Assistant
- Practical Nursing
- Professional Nursing
- Radiologic Technology
- Surgical Technologist

At all Minnesota campuses, the following programs require two background checks for admissions—one through Rasmussen University's chosen third-party vendor and one through the Minnesota Bureau of Criminal Apprehension.

- Law Enforcement
- Law Enforcement Academic
- Law Enforcement Skills

At the Blaine, Bloomington, Brooklyn Park / Maple Grove, Eagan, Lake Elmo / Woodbury, Mankato, and St. Cloud campuses in Minnesota, the following programs require a Minnesota Department of Human Services background check for admission.

- Bachelor of Science in Nursing – Standard Entrance A-BSN
- Bachelor of Science in Nursing – Second-Degree A-BSN
- Medical Assisting Diploma
- Practical Nursing

At the Blaine, Bloomington, Brooklyn Park / Maple Grove, Eagan, Lake Elmo / Woodbury, Mankato, and St. Cloud campuses in Minnesota, the following programs require two background checks for admission—one through Rasmussen University's chosen third-party vendor and one through the Minnesota Department of Human Services. An additional general background check may also be required during active enrollment prior to practicum or clinical placement depending on site requirements.

- Medical Laboratory Technician
- Physical Therapist Assistant
- Radiologic Technology
- Surgical Technologist

At the Moorhead campus in Minnesota and the Fargo campus in North Dakota, the following programs require two background checks for admission—one through Rasmussen University's

chosen third-party vendor and one through the Minnesota Department of Human Services. An additional general background check may also be required during active enrollment 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
- Surgical Technologist

At the Brooklyn Park / Maple Grove, Eagan, Mankato, and St. Cloud campuses in Minnesota, the following programs require a Minnesota Department of Human Services background check for admission.

- Professional Nursing

At the Blaine, Bloomington, and Lake Elmo / Woodbury campuses in Minnesota, the following programs require two background checks for admission—one through Rasmussen University's chosen third-party vendor and one through the Minnesota Department of Human Services. An additional general background check may also be required during active enrollment prior to practicum or clinical placement depending on site requirements.

- Professional Nursing

A. General Criminal Background Check, and Florida Level 2 Background Check Processes

Potential students 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. Potential students enrolling or students preparing for practicum or clinical experiences in any of the Florida Level 2 background check designated programs must complete and return to the University a VECHS Waiver Agreement and Statement.

If the background check reveals any history, Rasmussen University will individually assess the students' or potential students' result to determine whether the students or potential students are eligible to start the program or qualify for practicum or clinical placement.

The University will send either a possible issue letter or a pre-adverse action letter to all students or potential students whose background check reveals any history. A possible issue letter informs potential students 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. Students

or potential students who receive a possible issue letter may acknowledge the issue and make an informed decision to continue with the program, they may choose to change programs, or they may choose to withdraw from the University.

A pre-adverse action letter informs the students or potential students that the University is about to take adverse action. After receiving a pre-adverse letter, the student may contact the background check firm directly to dispute the information contained in the background check before the University takes adverse action. Unless a dispute is filed, within seven days of sending the pre-adverse action letter the University will send an adverse action letter indicating the action to be taken, which could include not allowing the potential student to enroll in a certain program, not allowing the student to continue in a practicum or clinical placement, or removing a student from the University.

If the student or potential student wishes to appeal an adverse decision, a written appeal should be submitted following the instructions provided with the adverse action letter. The University will review the appeal and issue a final decision. A denied appeal may cause the potential student or student to become ineligible for enrollment in any program requiring a background check or in any program offered by the University.

A potential student enrolling in a program requiring a general or Florida Level 2 background check may begin attending if the general or Florida Level 2 background check is in progress, but not complete, at the start of the potential student's first academic period of enrollment. This provision of this policy does not apply to the Physical Therapist Assistant Associate's Degree program whose potential students must have completed the background check process in its entirety, including any required appeal process, before being accepted and starting the program.

If the potential student begins attending while the general or Florida Level 2 background check is in progress and is subsequently issued an adverse action letter and chooses not to appeal, then the potential student will be withdrawn and any tuition and fees billed will be credited.

If the potential student begins attending while the general or Florida Level 2 background check is in progress and is subsequently issued an adverse action letter, chooses to appeal, and the appeal is denied, then the potential student 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 potential student's

first academic period of enrollment the general or Florida Level 2 background check process is still in progress, the potential student may not continue into a second academic period and will be withdrawn until future enrollment eligibility can be determined.

In any of the circumstances described in the preceding three paragraphs, final grades of "C" or higher awarded in courses completed while the background check was in process will appear on the transcript and will count toward the cumulative grade point average. Final grades of "C-" or lower in courses completed will not appear on the transcript and will have no effect on the cumulative grade point average. Courses attempted, but not completed prior to withdrawal due to an adverse background check will not appear on the transcript and will have no effect on the cumulative grade point average.

A potential student enrolling in a program that requires a background check will not have their financial aid submitted until the potential student is determined to be eligible through a clear to proceed memo. This process may delay a potential student's funding until the general or Florida Level 2 background check process is complete.

A student who is required to submit to a general or Florida Level 2 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. In this circumstance, final grades will be awarded according to the institution's course drop policy and course withdrawal policy.

A student or potential 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.

B. Minnesota Department of Human Services Background Check Process

A potential student enrolling in any of the MDHS designated programs will complete an Order Initiation Form. Part of the completion of this form will require review and acceptance of the Minnesota Department of Human Services Background Study Notice of Privacy Rights.

Upon completion of the Order Initiation Form, Rasmussen University will initiate and submit a background study application to the MDHS via the NetStudy 2.0 system. Once accepted by the MDHS, the DHS will issue a Fingerprint and Photo Authorization Form with a

ACADEMIC INFORMATION AND UNIVERSITY POLICIES

deadline for the potential student to be fingerprinted at a MDHS authorized fingerprint vendor.

A potential student enrolling in a program requiring a MDHS background check may begin attending if the background check is in progress, but not complete, at the start of the potential student's first academic period of enrollment. This provision of this policy does not apply to the Physical Therapist Assistant Associate's Degree program whose potential students must have completed the background check process in its entirety before being accepted and starting the program.

If the potential student does not present for fingerprinting by the deadline set by the MDHS, then the MDHS will issue an Order for Immediate Removal and Rasmussen University will subsequently deny enrollment. However, this denial does not preclude enrollment in future start dates. Depending on when the order is received, potential students may be able to restart the background check process for the current start date or may restart the background check process for a future start date.

Once the potential student has been fingerprinted, MDHS will make an initial results determination and inform the University. The University will then make an enrollment determination based on the MDHS's initial results determination.

If the MDHS issues a clearance determination, then Rasmussen University will issue a clear to proceed notice allowing the potential student to meet the background check requirement for enrollment.

If the MDHS issues a disqualification determination or a more time required notification requiring supervision, then Rasmussen University will issue an adverse letter denying enrollment. If the potential student had begun attending while the MDHS background check was in progress and is subsequently issued an adverse action letter, then the potential student 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. Persons who receive a disqualification determination from the MDHS may seek a commissioner's reconsideration with the MDHS but cannot remain enrolled while doing so.

If the MDHS issues a more time required notification that does not require supervision, then Rasmussen University will allow the potential student to attend class for one quarter while the MDHS finalizes its decision. If the MDHS has not finalized its decision by the end of the potential student's first quarter of enrollment, the potential student will be withdrawn from the University and any tuition and fees billed for the first

quarter of attendance will be credited. If the MDHS finalizes its decision with a clearance determination after the withdrawal, the potential student will be eligible for reentry/re-enrollment for the next subsequent start date. This provision of this policy does not apply to the Physical Therapist Assistant Associate's Degree program whose potential students must have completed the background check process in its entirety before being accepted and starting the program.

In either of the circumstances described in the preceding two paragraphs, final grades of "C" or higher awarded in courses completed while the background check was in process will appear on the transcript and will count toward the cumulative grade point average. Final grades of "C-" or lower in courses completed will not appear on the transcript and will have no effect on the cumulative grade point average. Courses attempted, but not completed prior to withdrawal due to an adverse background check will not appear on the transcript and will have no effect on the cumulative grade point average.

A potential student enrolling in a program that requires an MDHS background check will not have their financial aid submitted until the student is determined to be eligible through a clear to proceed memo issued by Rasmussen University. This process may delay a student's funding until the background check process is complete.

New criminal history subsequent to the initial background check could result in the MDHS issuing a RAPBACK determination during the student's enrollment. If a RAPBACK determination is received that prevents a student from providing direct contact services, the student will receive an adverse determination from the University withdrawing the student from continued enrollment. A student receiving an adverse determination as the result of a RAPBACK determination by MDHS 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. In this circumstance, final grades will be awarded according to the institution's course drop policy and course withdrawal policy..

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 acceptance

requirements, Health Sciences and Nursing programs may require specific immunizations upon enrollment. Please see your campus for details.

Technical Requirements

These are the technical requirements necessary for your online courses to run properly. Please read this information carefully, as you must ensure that your computer is properly configured.

Please note, 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.

1. Basic Computer Requirements

A fully functional Windows computer or Mac computer capable of running a Windows virtual machine is required. Additionally, a high-speed/broadband internet connection is strongly recommended.

Windows	Mac
Intel Core i5 current generation or higher	Intel Core 2 Duo, Core i5 current generation or higher
Memory – 4GB of RAM or higher	Memory – 4GB of RAM or higher
Windows 8 or higher (Windows 10 recommended)	OS v10.12 Sierra or newer
Disk Space – at least 100MB available	Virtual Machine - ability to run Windows 8 using Bootcamp (Windows 10 recommended)

2. School of Technology Computer Requirements

Windows	Mac
Intel Dual Core i5 current generation or higher (or equivalent)	Intel Dual Core i5 current generation or higher
Windows 10 (OS provided license through Microsoft® student downloads site)	Mac OS v10.12 Sierra or newer
8GB of RAM (12GB–16GB recommended)	8GB of RAM (12GB–16GB recommended)
500GB hard drive (1TB recommended)	500GB hard drive (1TB recommended)
	A Mac computer must be capable of running Microsoft Windows with a virtual machine environment, e.g., VMware® Fusion®, Parallels®, Virtual Box®, etc.

3. School of Design Computer Requirements

Windows	Mac
Dual Core i5 or Quad Core i7 CPU (or AMD equivalent) with 64-bit support (core i7 with hyper-threading recommended)	Processor – Dual Core i5 or Quad Core i7 Intel CPU with 64-bit support (Core i7 with hyper-threading recommended)
8GB of RAM (16GB recommended)	8GB of RAM (16GB recommended)
Windows 10 or higher	Mac OS v10.12 Sierra or newer
512GB HDD or SSD (1TB recommended)	512GB HDD or SSD (1TB recommended)
Nvidia GTX 10xx with 2GB VRAM (4GB or more recommended). Warning: A dedicated graphics card is essential. An Intel HD or Iris graphics chipset may not be sufficient, and may slow or impede your ability to do some assignments.)	AMD Radeon Pro with 2GB VRAM (4GB or more recommended). Warning: A dedicated graphics card is essential. An Intel HD or Iris graphics chipset may not be sufficient, and may slow or impede your ability to do some assignments.
15.4" display (minimum)	15.4" display (minimum)

4. Additional Technical Requirements

Web Browser Requirements

Current versions of either Firefox or Google Chrome are the preferred browsers and will work best.

The following web browsers are formally supported and tested:

- With PCs running Windows OS:
 - Firefox
 - Microsoft Edge
 - Google Chrome
- With Macs running OS X:
 - Firefox
 - Google Chrome

Cookies Enabled on Browsers

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.

Required Plug-Ins and Software

- **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: <http://get.adobe.com/flashplayer/>.
- **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: <http://get.adobe.com/reader/>.

- **Microsoft Office:** Your courses may require the use of Microsoft Office (such as Word, PowerPoint, Excel, etc.). If you do not have Microsoft Office, please contact the Personal Support Center.
- **Anti-Virus Software:** It is highly recommended that you obtain anti-virus software to protect your computer and files.
- **Audio Equipment:** Certain programs, courses, or assessments may include team projects, Live Classrooms, or media-based projects that would require access to a microphone. Additionally, some programs utilize remote testing software that requires access to a headset with a microphone. Therefore, it is highly recommended that you have access to a headset and microphone for all programs and coursework (built-in microphones are sufficient).

5. Remote Proctoring and Requirements

For all programs, all General Education courses as identified in the General Education Course Selections in the University Catalog, Credit by Examinations and Flex Choice Credit by Assessment options, Rasmussen University may require the use of a specific locked web browser and/or webcam monitor to administer and proctor online quizzes and examinations. A locked browser prevents you from printing, copying, going to another URL, or accessing other applications during the examination. Programs, all General Education courses, Credit by Examinations, and Flex Choice Credit by Assessment options, require students to possess and maintain a computer that meets additional technical specifications required for remote proctoring.

To know whether 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 the Respondus LockDown Browser and Respondus 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: (1) A student photograph, (2) Proof of federal or state photo identification, and (3) A scan of surroundings. If you do not have a webcam, one can be purchased through the Rasmussen University Bookstore.

If you are enrolled in a program, course, assessment or examination, that requires remote proctoring, your student-provided computer must meet the following requirements:

Operating System

- Mac: 512 MB RAM
- Mac: OS X 10.10 or higher
- Windows 10, 8, 7
- Windows: 2 GB 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

Additional Admissions Requirements for International Students

International students are required to submit the following in addition to all other admission requirements:

- Rasmussen University 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 University 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:
 - You are or expect to be a full-time student pursuing a degree at Rasmussen University;
 - You meet our admissions requirements;
 - 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.
- 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 University:
 - TOEFL score of at least 61 for the internet-based TOEFL iBT® exam.
- International Students seeking admission in Nursing programs are required to submit the following in addition to that above in order to apply for admission to Rasmussen University:
 - TOEFL score of at least 65 for the internet-based TOEFL iBT® exam.

– TOEFL iBT® exam scores must meet the following requirements which reflect intermediate-level skills:

- Reading: 15
- Listening: 15
- Speaking: 18
- Writing: 17
- **Total: 65**

All money paid to the University will be refunded if you are not accepted, except any non-refundable test fees required for School of Health Sciences or School of Nursing programs.

School of Nursing and School of Health Sciences Entrance Exam

Applicants who have successfully completed University entrance placement requirements for the University will be given access by admissions to the online registration process for the School of Health Sciences and School of Nursing Entrance Exam (the Test of Essential Academic Skills, or "TEAS"). 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. Applicants not meeting the exam score requirement are allowed five attempts within a 12 month period, and a minimum of one week between TEAS attempts is expected. TEAS attempts taken on or after June 1st, 2020, will count towards the five attempt limit. Any entrance exam results dated more than 365 days prior to submission of the signed Rasmussen University Enrollment Agreement will not be considered, with the following exception: students currently enrolled in a School of Nursing or School of Health Sciences 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 365 days for admission to another institution may, at their own expense, have the results transferred to Rasmussen University. Transferred scores will be verified by the University. 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 365-day time limit. Students who have left a Nursing program of study and wish to reenter into a TEAS-required program as an interrupted transfer must meet all eligibility requirements as set forth in the School of Nursing Reenter Policy; in this specific case, the initially qualifying TEAS score has a twelve-quarter expiration from the quarter of programmatic withdrawal (i.e., the quarter of reentry must be within the

12-quarter expiration period). Applicants transferring 63 or more credits into the Physical Therapist Assistant program are not required to take the TEAS exam. 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: 72% or higher composite score. TEAS score is not required for Bachelor of Science in Nursing, RN to BSN Option.
- TEAS Score for admissions eligibility for the Physical Therapist Assistant program: 65% or higher composite score.
- TEAS Score for admissions eligibility for Professional Nursing Associate's Degree program and Mobility Bridge Entrance Option 62% or higher composite score.
- TEAS Score for admissions eligibility for Practical Nursing Diploma program: 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 Healthcare Certificate program, and Healthcare and Health Sciences Associate degree programs that require E102 Pathways to Patient Care Seminar course: 41.3% or higher composite score.

Threshold exam percentages will not be rounded.

Rasmussen University Early Honors Program

The Early Honors Program allows high school students to experience college-level courses while enrolled in high school. Through this opportunity, students can access to courses not offered at their high school, and explore potential career areas. Eligibility is limited to high school juniors and seniors who are at least 16 years old at the time of enrollment. Early Honors coursework may be available both on campus and online. See the Rasmussen University Early Honors Program Terms and Conditions for more information.

Rasmussen University Early Honors Program Terms and Conditions

Students must meet the following criteria and expectations to participate in the Rasmussen University 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).

ACADEMIC INFORMATION AND UNIVERSITY POLICIES

TUITION

	PART TIME*	FULL TIME*
SCHOOL OF BUSINESS		
• Standard Tuition Rate (all programs except any listed below)	\$310 per credit	\$260 per credit
– Accounting BS; Business Management BS; Finance BS; Healthcare Management BS; Human Resources and Organizational Leadership BS; Marketing BS; and Supply Chain and Logistics Management BS	\$299 per credit	\$229 per credit
– Master of Business Administration	\$155 per credit	\$155 per credit
– Master of Human Resources Management	\$155 per credit	\$155 per credit
SCHOOL OF DESIGN		
• Standard Tuition Rate (all programs except any listed below)	\$310 per credit	\$260 per credit
– Graphic Design BS	\$299 per credit	\$299 per credit
SCHOOL OF EDUCATION		
• Standard Tuition Rate (all programs)	\$310 per credit	\$260 per credit
SCHOOL OF HEALTH SCIENCES		
• Standard Tuition Rate (all programs except any listed below)	\$310 per credit	\$260 per credit
– Health and Wellness BS	\$299 per credit	\$229 per credit
– Physical Therapist Assistant Associate's Degree	\$360 per credit	\$360 per credit
– Master of Healthcare Administration	\$155 per credit	\$155 per credit
– Master of Public Health	\$125 per credit	\$125 per credit
SCHOOL OF JUSTICE STUDIES		
• Standard Tuition Rate (all programs)	\$310 per credit	\$260 per credit
SCHOOL OF NURSING		
• Doctor of Nursing Practice	\$695 per credit	\$695 per credit
• Master of Science in Nursing Degree	\$155 per credit	\$155 per credit
• Bachelor of Science in Nursing Degree	\$325 per credit	\$325 per credit
– RN to BSN Entrance Option	\$325 per credit	\$325 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	\$395 per credit	\$395 per credit
– Campuses in Florida, Illinois, Kansas, Minnesota (excluding Moorhead), and Wisconsin	\$350 per credit	\$350 per credit
– Moorhead, MN campus		
• Practical Nursing Diploma	\$325 per credit	\$325 per credit
– Campuses in Florida	\$375 per credit	\$375 per credit
– Campuses in Minnesota (excluding Moorhead)	\$350 per credit	\$350 per credit
– Moorhead, MN campus		
SCHOOL OF TECHNOLOGY		
• Standard Tuition Rate (all programs except any listed below)	\$310 per credit	\$260 per credit
– Master of Science in Data Science	\$125 per credit	\$125 per credit
THREE-MONTH TERMS, FLEX CHOICE COMPETENCY-BASED PROGRAMS		
• Bachelor of Science in Nursing:		
– RN to BSN Entrance Option, Per-Credit Pricing (details in notes below)		
• Medical Assisting Diploma:		
– Subscription Pricing (details in notes below)	\$3,500 per three-month term	
– Per-Credit Pricing (details in notes below)	\$260 per credit	\$260 per credit

NOTES TO TUITION

*Please see the Program Length policy for the definitions of Full Time and Part Time status.

Tuition for Master's Level Course Substitutions: Master's degree level courses substituted into a bachelor's degree program will be billed at the full-time or part-time tuition rates of the bachelor's degree program. All other fees of the bachelor's degree program remain applicable.

Flex Choice® Credit by Assessment: Tuition rates listed above are for faculty-led and CBE courses required within programs. Flex Choice Credit by Assessment options, when available, may be attempted for a prepaid, nonrefundable/nontransferable fee of \$99 per attempt (except for Foundations of Early Childhood Education, 12 credits, which is \$297). Prepayment is required prior to being granted access to any Credit by Assessment. See the Flex Choice Credit by Assessment Options policy for complete details.

Credit by Examination: Tuition rates listed above are for traditional and CBE courses required within programs. Credit by Examination options, when available, may be attempted for a prepaid, nonrefundable/nontransferable fee of \$99 per attempt. Prepayment is required prior to being granted access to any Credit by Examination. See the Credit by Examination policy for complete details.

Exception for Prequalified Courses: Prequalified courses (those listed in the Acceptance Requirements of a program), or any other courses taken prior to beginning a program's required General Education or Core coursework, may be subject to the Standard Tuition Rate of the School. The Standard Tuition Rate of the School may be higher than the tuition rate charged for the program's regular coursework. E.g., A prequalified course following the 11-Week Quarters calendar may be subject to tuition at \$260 per credit (full time), while the tuition rate for the program's required General Education or Core coursework follows the 12-Week Quarters calendar and is \$209 per credit (full time).

Exception for Active Military: Students who are active duty uniformed military receive reduced tuition pricing of \$167 per credit hour. Please see the Military Tuition Rate and Grants Policy for details.

Subscription Pricing for Three-Month Terms Programs: Tuition is \$3,500 per three-month term, regardless of registered credits. Book fees apply according to the Book Fee policy. The Course Technology and Resource Fee and Program Administrative Fee are not applicable.

Per-Credit Pricing for Three-Month Term (Term 2 Start) Programs: Tuition is \$260 per credit for the first 5.5 week term of enrollment. Book fees apply according to the Book Fee policy. The Course Technology and Resource Fee is applicable. A student enrolled in the Medical Assisting Diploma program will only be enrolled in the Per-Credit Pricing for the first 5.5 week term of enrollment; thereafter, the student will be in the Three-Month Term Subscription pricing.

- 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 English portion of the Rasmussen University 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.
- To continue enrollment in the Early Honors Program, students must maintain a minimum Rasmussen University cumulative grade point average of 2.0.
- 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, NGR, or NUR are not available to Early Honors students.
- Early Honors students may take up to 8 credits per quarter without a tuition charge.
- Early Honors students are responsible for the course technology and resources fee and book fees 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 University will provide specific technology requirements information for each course.
- For all successfully completed courses, Rasmussen University will award college credits toward a degree, diploma, or certificate as may be applicable.
- Early Honors students will be issued an official transcript from Rasmussen University. 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 courses at the discretion of the student's high school. Approval for dual enrollment credit must be confirmed on the High School Approval form.
- Early Honors students may apply to a full program offered by Rasmussen University through the regular admissions process.

Admissions Nondiscrimination Policy

Rasmussen University is committed to the principle of equal opportunity in education. Rasmussen University 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 University. Rasmussen University 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 University administered programs and activities. Otherwise qualified persons are not subject to discrimination on the basis of disability.

Additional Tuition Information

- For tuition purposes only, full-time undergraduate students in programs delivered in the 11-week or 12-week quarter formats are defined as taking 12 or more credits per 11-week quarter or taking 12 or more credits per 12-week quarter. Students in programs delivered in the 11-week or 12-week quarter formats taking fewer than 12 credits per 11-week or 12-week quarter are part-time students. For tuition purposes only, students in programs delivered in the 11-week quarter format 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 programs delivered in the 11-week or 12-week quarter and Flex Choice Competency-Based Program per credit tuition formats may lead to a tuition being assessed at a

different rate if a student moves from part-time to full-time or vice versa.

- **Fast Track:** Students in undergraduate programs delivered in the 11-week or 12-week quarter formats taking 16 or more credits will only be charged tuition for 16 credits and will only be assessed an additional course technology and resource fee and book fee as described below for every course over four courses. Students enrolled in the Bachelor of Science in Nursing through any 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 options.
- Audit students who elect to take courses without earning university 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 enrolled in programs delivered in the 11-week or 12-week quarter formats 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 grants.

A. Program Administrative Fee

Rasmussen University has a one-time administrative fee, charged during the first term of enrollment, for all new, reentering, and program transfer students enrolled in the listed programs below. 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 nonrefundable.

- 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
 - Doctor of Nursing Practice (\$495)
 - 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)

Returning students in a Complete status who attempted all of the coursework in their program but did not meet graduation requirements are exempt from the fee. The exemption applies when they return to their most recently enrolled program and program catalog to retake previously failed courses to graduate; all other policies apply.

B. Course Technology and Resource Fee

Rasmussen University 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 University Catalog course descriptions and on the student's schedule with course numbers ending in "L". Clinical components are designated in the University Catalog course descriptions and on the student's schedule with course numbers ending in "LL".

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, e-books, databases, guides, interlibrary loan, etc.)
- Access to licensed materials and videos
- Peer and expert tutoring with 24/7 math support and an online Writing Lab
- 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
- Supplies for medical and Criminal Justice programs used while in class

C. Book Fee

Students may purchase required textbooks or e-books through Rasmussen University for a flat fee for each textbook (traditional or e-book) for each course. Students are not required to purchase the required textbooks through the University and may opt-out and purchase the required textbooks through another source. See the textbook opt-out policy.

ACADEMIC INFORMATION AND UNIVERSITY POLICIES

If the student does not opt out, the University will provide the required textbooks or e-book to the student for the \$15 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 \$30.00 in book fees, for a total of \$205.00.

D. Textbook Opt-Out Policy

Students may opt out of purchasing any or all textbooks or e-books through the University at the flat fee per textbook or e-book. Students who opt out will need to purchase the required textbooks or

e-books separately through another vendor. Students who opt out are advised that access to textbooks 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 University catalog.

The list of textbooks and materials required for each course, including the ISBN, retail price and the fee Rasmussen University charges is available on the Student Portal and on the bottom of the schedule confirmation page.

Students who opt out should ensure they have their textbooks and e-books prior to the start of courses.

E. California Student Tuition Recovery Fund (for California residents only).

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational

program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if you are not a California resident or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

FINANCIAL AID

Primary Sources of Financial Aid

	PROGRAM	TYPE OF AWARD AND ELIGIBILITY	AMOUNT PER YEAR	APPLICATION
Gift Aid*	Federal Pell Grant	Grant; based on financial need. Eligibility & Terms/Conditions: www.studentaid.ed.gov	\$650 – \$6,345	Free Application for Federal Student Aid (FAFSA)
	Federal Supplemental Educational Opportunity Grant (SEOG)	Grant; based on financial need, awarded by the University. Eligibility & Terms/Conditions: www.studentaid.ed.gov	\$100 – \$4,000, based on availability	Free Application for Federal Student Aid (FAFSA)
	Florida Student Assistant Grant**	Grant; based on financial need, FL residency, undergraduate, full time.	Varies, based on availability	Free Application for Federal Student Aid (FAFSA)
	North Dakota State Grant**	Grant; based on financial need, ND residency, undergraduate.	\$1,950	Free Application for Federal Student Aid (FAFSA)
	Minnesota State Grant**	Grant; based on financial need, MN residency, undergraduate. Eligibility & Terms/Conditions: www.ohe.state.mn.us	Varies, based on State Grant award formula	Free Application for Federal Student Aid (FAFSA)
Employment*	Federal Work-Study	Part-time job; on- or off-campus; based on financial need and skill level of position, awarded by the University. Eligibility & Terms/Conditions: www.studentaid.ed.gov	Varies, based on availability	Free Application for Federal Student Aid (FAFSA)
	State Work-Study	Part-time job; on- or off-campus; MN residency, based on financial need and skill level of position, awarded by the University. Eligibility & Terms/Conditions: www.ohe.state.mn.us	Varies, based on availability	Free Application for Federal Student Aid (FAFSA)
Loan Programs	Federal Direct Subsidized Loan	Loan; based on financial need, undergraduate, payments deferred until six months after student is no longer enrolled or enrolled less than half-time. Eligibility & Terms/Conditions: www.studentaid.ed.gov	1st Year – \$3,500 2nd Year – \$4,500 3rd Year & above – \$5,500 Graduate – Not Elig	Free Application for Federal Student Aid (FAFSA), Master Promissory Note and Loan Entrance Counseling
	Federal Direct Unsubsidized Loan	Loan; principal and interest payments may be deferred until six months after student is no longer enrolled or enrolled less than half-time. Eligibility & Terms/Conditions: www.studentaid.ed.gov	Same as subsidized limits, plus: Dependent Student: 1st Year & above – \$2,000 Independent Student: 1st & 2nd Year – \$6,000 3rd Year & above – \$7,000 Graduate – \$20,500	Free Application for Federal Student Aid (FAFSA), Master Promissory Note and Loan Entrance Counseling
	Federal Direct PLUS Loan	Loan; for creditworthy parents of dependent undergraduates and graduate students. Eligibility & Terms/Conditions: www.studentaid.ed.gov	Up to student's cost of attendance	Student: Free Application for Federal Student Aid (FAFSA), Master Promissory Note and Loan Entrance Counseling Parent: PLUS loan application and Promissory Note
Veterans' Benefits	Veterans' Benefits	Benefits for veterans and dependents of veterans, including National Guard and Reserves.	Monthly benefit based on service contributions	Veterans Administration or Veterans Service Officer

*Gift aid and work study are awarded annually based on the award year dates of July 1 through June 30.

Students attending in more than one award year must reapply for financial aid by completing a new Free Application For Student Aid (FAFSA).

**These state programs are available only for residents of the identified state, based on the state's residency rules.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Financial Aid at Rasmussen University

The University has a professionally staffed Student Financial Aid Office designed to help you apply for federal, state, and private assistance. The primary purpose of financial aid is to help students who otherwise may 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 university and your ability to pay for it – and is subject to federal and state requirements and allowances. 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:

- Loan funding through various state and federal student loan programs. These funds must be repaid.
- 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.

Once a student has had their financial aid eligibility determined, a payment plan will be created for any balance still owed the University. If a student has not submitted all requested financial aid eligibility documentation by the beginning of the fifth week of the quarter, a payment plan will be created for the full balance owed. The student still has the opportunity to submit all requested financial aid eligibility documents to have their aid eligibility determined; however, the payment plan will remain active until such time as the balance is paid in full.

Financial Aid Disbursement:

A student must be officially accepted to Rasmussen University in an eligible degree or certificate program as one of the eligibility requirements to receive and have financial aid disbursed to their student account. Rasmussen University begins disbursing financial aid no earlier than three weeks into the term. Funds are first applied to your tuition and fee charges. Any remaining funds (excess funds) are disbursed according to your Credit Balance Directive. All financial aid excess funds and other school refunds

are delivered to students through a partnership between Rasmussen University and BankMobile. Your student account will show an unpaid balance until this disbursement occurs. If the aid you are eligible to receive does not cover your charges, a Student Payment Plan is created and can be viewed on the Student Account Center.

Financial Aid Cost of Attendance:

Your financial aid cost of attendance (COA) is the estimated average and reasonable cost of completing an academic year at Rasmussen University. An academic year usually consists of nine months (three quarters). Your COA serves as the foundation for determining your financial need as well as the amount of financial aid, including grants, scholarships, loans, and work-study that can be offered to you. The COA can only include costs for the individual student. The Student Financial Aid Office may adjust the COA for students on a case-by-case basis to address individual, unique circumstances.

Your actual charges for tuition and fees, also known as direct costs, will be different than what is reflected in your financial aid COA. That is because the COA is based on estimated averages. To view your actual tuition and fee charges, go to the Student Account Center.

EXAMPLES of 2020-2021 Financial Aid Cost of Attendance (COA)

AVERAGE DIRECT COSTS	ALL SCHOOLS EXCEPT NURSING		SCHOOL OF NURSING	
	Living with Parent	Not Living with Parent	Living with Parent	Not Living with Parent
Tuition (for illustration purposes only)	\$10,164	\$10,164	\$15,240	\$15,240
Fees & Books (for illustration purposes only)	\$2,460	\$2,460	\$2,460	\$2,460
TOTAL Average Direct Costs* (for illustration purposes only)	\$12,624	\$12,624	\$17,700	\$17,700
Estimated Indirect Costs				
Housing & Meals	\$4,320	\$8,613	\$4,320	\$8,613
Personal Costs	\$2,700	\$2,700	\$2,700	\$2,700
Transportation	\$2,214	\$2,214	\$2,214	\$2,214
TOTAL Estimated Indirect Costs**	\$9,234	\$13,527	\$9,234	\$13,527
Total Estimated COA	\$21,858	\$26,151	\$26,934	\$31,227

*Actual tuition, fee, and book charges vary by student, credit load, and program of study. To view your actual charges, go to the Account Center.

**Actual costs vary by student, based on student choice and travel habits.

Several programs also have a one-time Program Administrative Fee which may be added to the COA.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.

ACADEMIC INFORMATION AND UNIVERSITY POLICIES

All COA components shown below are for nine months and full-time (12+ credits per quarter). Students attending less than full-time are eligible for financial aid; however, the COA, expected family contribution (EFC), and maximum awards may be adjusted for less than full-time attendance. Students in programs offered in six-month terms will also have their COA adjusted. Several programs also have a one-time program administrative fee that may be added to the COA.

Institutional Scholarship and Grant Programs

Rasmussen University offers the following institutional scholarship and grant programs. All scholarships are non-cash awards. Some campuses have additional scholarships available; please contact your Admissions Advisor or Advisor for more information.

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

- Early Honors Program
- Military Grant
- Corporate Alliance Grant
- Articulation Grant

Rasmussen University 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.

A. Institutional Grants

Students who inquire about grant availability and meet qualifications for military, corporate alliance, or articulation grants are eligible to receive a grant equal to a specified percentage of per-credit tuition costs billed each quarter.

1. Military Tuition Rate and Grants Policy

Rasmussen University 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 University also 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 at military.questions@rasmussen.edu or 888-245-9627.

Students in the following categories may be eligible for an alternative tuition rate or grant. Verification of eligibility is required in order for an

alternative tuition rate or grant 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 (includes spouse, domestic partner, children, and step-children) of active duty uniformed military, retired military, and veterans

a. Active Duty Military Tuition Rate

Students who are active duty uniformed military receive per credit tuition pricing as indicated on the Tuition Table. Taxes and fees, if any, are the sole responsibility of the recipient. Students who receive reduced tuition pricing are not eligible for other Rasmussen University scholarships or grants. Students who are accepted into the Physical Therapist Assistant Program through the METC PTA Bridge Block Transfer are not eligible for the Active Duty tuition rate, however the Non-Active Military Tuition Grant may be applied for any active military student meeting these qualifications. Students must verify active duty military status by providing a copy of their verification letter or a copy of orders from their command reflecting current status and specific date of separation.

b. Non-Active Duty Military Tuition Grant

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 grant equal to 10% of per-credit tuition costs billed each quarter. Taxes and fees, if any, are the sole responsibility of the recipient. This grant typically cannot be combined with other university grants or scholarship programs. Students must verify their grant 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 University 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 documentation for authorized dependents of active duty uniformed military only)

2. Corporate Alliance Grants

Corporate alliance employees and their immediate family members (includes spouse, domestic partner, children, and step-children) receive a grant from Rasmussen University equal to a specified percentage of per-credit tuition costs billed each quarter. The percentage is determined by the corporate alliance agreement between Rasmussen University and the other entity. Rasmussen University will require proof of employment for corporate alliance employees, such as a pay stub, to initiate and maintain the grant. Rasmussen University will require proof of relationship to corporate alliance employees for immediate family members.

Some corporate alliance employers have a relationship with Rasmussen University to offer employees a Professional Achievement Grant; this grant is only for employees and cannot be extended to immediate family members. Terms and conditions are unique for each Professional Achievement Grant alliance, and the employee should work with their employer to determine eligibility.

Contact your campus for details. Additional information on grants is available at www.rasmussen.edu/tuition/

3. Articulation Grant

Some students from institutions of higher learning with whom Rasmussen University has a signed articulation agreement receive a grant equal to a specified percentage of per-credit tuition costs billed each quarter. The percentage is determined by agreement between Rasmussen University and the other institution of higher education. Contact your campus for details.

4. Chicago Residential Grant

Residents of select Chicago, IL neighborhoods are eligible to receive a grant equal to:

- \$101 per credit for part-time enrollment or \$51 per credit for full-time enrollment in any School of Design, School of Education, or School of Justice Studies program.
- \$101 per credit for part-time enrollment or \$51 per credit for full-time enrollment in any School of Business program with the exception of the Accounting Bachelor's Degree, Business Management Bachelor's Degree, Finance Bachelor's Degree, Healthcare Management Bachelor's Degree, Human Resources and Organizational Management Bachelor's Degree, Human Resources Management Master's Degree, Marketing Bachelor's

Degree, or Supply Chain Logistics Management Bachelor's Degree programs.

- \$101 per credit for part-time enrollment or \$51 per credit for full-time enrollment in any School of Health Sciences program with the exception of the Health and Wellness Bachelor's Degree, Healthcare Administration Master's Degree, Health Information Technician Associate's Degree, Medical Assisting Diploma, or Medical Billing and Coding Certificate programs.
- \$101 per credit for part-time enrollment or \$51 per credit for full-time enrollment in any School of Technology program with the exception of the Computer Science Bachelor's Degree, Cyber Security Bachelor's Degree, Information Technology Management Bachelor's Degree, and Data Analytics Bachelor's Degree programs.
- \$66 per credit for part-time enrollment in Accounting Bachelor's Degree, Business Management Bachelor's Degree, Finance Bachelor's Degree, Healthcare Management Bachelor's Degree, Human Resources and Organizational Management Bachelor's Degree, Marketing Bachelor's Degree, Supply Chain Logistics Management Bachelor's Degree, Health and Wellness Bachelor's Degree, Health Information Technician Associate's Degree, Medical Assisting Diploma, or Medical Billing and Coding Certificate, Computer Science Bachelor's Degree, Cyber Security Bachelor's Degree, Information Technology Management Bachelor's Degree, and Data Analytics Bachelor's Degree programs.

This grant cannot be combined with other university grant or scholarship programs. Students must verify their grant eligibility with an Illinois driver's license or Illinois state-issued ID card showing an address located in one of the following ZIP codes: 60632, 60621, 60623, 60638, 60629, 60636, 60609, 60608, 60804, and 60402. Students enrolled in Flex Choice Competency-Based Programs delivered in the six-month term format are not eligible for the Chicago Residential Grant.

5. Chicago Alumni Grant

Alumni of select Chicago, IL high schools are eligible to receive a grant equal to:

- \$135 per credit for part-time enrollment or \$85 per credit for full-time enrollment in any School of Design, School of Education, or School of Justice Studies program.
- \$135 per credit for part-time enrollment or \$85 per credit for full-time enrollment in any School of Business program with the exception

of the Accounting Bachelor's Degree, Business Management Bachelor's Degree, Finance Bachelor's Degree, Healthcare Management Bachelor's Degree, Human Resources and Organizational Management Bachelor's Degree, Human Resources Management Master's Degree, Marketing Bachelor's Degree, or Supply Chain Logistics Management Bachelor's Degree programs.

- \$135 per credit for part-time enrollment or \$85 per credit for full-time enrollment in any School of Health Sciences program with the exception of the Health and Wellness Bachelor's Degree, Healthcare Administration Master's Degree, Health Information Technician Associate's Degree, Medical Assisting Diploma, or Medical Billing and Coding Certificate programs.
- \$135 per credit for part-time enrollment or \$85 per credit for full-time enrollment in any School of Technology program with the exception of the Computer Science Bachelor's Degree, Cyber Security Bachelor's Degree, Information Technology Management Bachelor's Degree, and Data Analytics Bachelor's Degree programs.
- \$100 per credit for part-time enrollment or \$34 per credit for full-time enrollment in Accounting Bachelor's Degree, Business Management Bachelor's Degree,

Finance Bachelor's Degree, Healthcare Management Bachelor's Degree, Human Resources and Organizational Management Bachelor's Degree, Marketing Bachelor's Degree, Supply Chain Logistics Management Bachelor's Degree, Health and Wellness Bachelor's Degree, Health Information Technician Associate's Degree, Medical Assisting Diploma, or Medical Billing and Coding Certificate, Computer Science Bachelor's Degree, Cyber Security Bachelor's Degree, Information Technology Management Bachelor's Degree, and Data Analytics Bachelor's Degree programs.

This grant cannot be combined with other university grant or scholarship programs. Students must verify their grant eligibility with a transcript, diploma, or enrollment verification letter showing graduate status from Solorio Academy High School, Chicago, IL; Orr Academy High School, Chicago, IL; Phillips Academy High School, Chicago, IL; Collins Academy High School, Chicago, IL; Chicago Academy High School, Chicago, IL; Paul Robeson High School, Chicago, IL; or John Hope College Preparatory High School, Chicago, IL. Students enrolled in Flex Choice Competency-Based Programs delivered in the six-month term format are not eligible for the Chicago Alumni Grant.

B. 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 Admissions Advisor to discuss your tuition reimbursement options.

C. Early Honors Program

Rasmussen University 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.

D. High School Professional Program

Rasmussen University 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 University 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 University.

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 University 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 University Academic Policies apply to participants in the High School Professional Program.

Refund Policies

Cancellation, Termination, and Refund Policy for Florida, Illinois, Kansas, Minnesota, Missouri, North Dakota, and Wisconsin

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 University must give written notice to the University. Date of withdrawal is the last day of recorded attendance.
- The University will acknowledge in writing any notice of cancellation within 10 business days after the receipt of the 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 University. The University may use the last day of recorded attendance to determine the date of withdrawal for refund purposes.

- Notwithstanding anything to the contrary, if a student gives written notice of cancellation following written acceptance by the University and prior to the start of the period of instruction for which they have 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 University 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 and awarded for institutional scholarships/grants for the completed portion of the Period of Instruction shall be prorated based on total tuition charges and institutional scholarships/grants awarded and the portion of the Period of Instruction completed. After the completion of 60% of the Period of Instruction, no refund of tuition or of institutional scholarships and grants will be made.
- Refunds are made within 30 days of the date of determination of withdrawal if the student does not officially withdraw in Florida, Kansas, and Missouri.

- Refunds are made within 45 days of the date of determination of withdrawal if the student does not officially withdraw in Illinois, Minnesota, North Dakota, and Wisconsin.

- The refund policy is not linked to compliance with the University's regulations or rules of conduct.

Additional Information: Refund Policies of All States

The requirements of all States pertaining to the return of unearned tuition and fees or other refundable portions of costs paid to the institution are contained in a supplement to this catalog available at: <https://www.rasmussen.edu/degrees/course-catalog/>.

Federal Return of Title IV Funds Policy

A student may initiate the withdrawal process by phone; via email, in person or in writing; or by rejecting their schedule and indicating in notes their desire to withdraw. Once the withdrawal has been processed, a written notification will be sent.

Rasmussen University uses the state-mandated refund policy to determine the amount of institutional charges it can retain. The federal formula dictates the 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 completed all coursework, 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 attended (based on last day of attendance) 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 withdrew.

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.

ACADEMIC INFORMATION AND UNIVERSITY POLICIES

The amount of assistance that you have earned is determined on a pro rata basis. For example, if you completed 30% of your payment period or period of enrollment, you earn 30% of the assistance that you were originally scheduled to receive. Once you have completed more than 60% of the payment period or period of enrollment, you earn all the assistance that you were scheduled to receive for that period.

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. Post withdrawal 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 with grant funds. 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. For any post-withdrawal disbursement of loan funds, the University must get your permission before crediting the post-withdrawal loan funds to your student account. It may be in your best interest to allow the school to keep your funds to reduce your debt with the University. If no response is received within 14 days, the remaining post-withdrawal disbursement is cancelled.

Rasmussen University uses its Student Information System to calculate the federal return of Title IV and Institutional refund calculations based on the U.S. Department of Education regulatory requirements.

The requirements for the return of Title IV program funds are different from the tuition refund policy and students who withdraw may owe unpaid institutional charges.

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

A. 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.

B. 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.

C. 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.

D. 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.

Exit Interviews

Students contemplating the termination of their education at Rasmussen University should contact the Dean, Campus Director, or Advisor.

All students graduating or withdrawing are required to complete a mandatory online 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 the student's loan. Rasmussen University reserves the right to withhold the release of academic information, and other records, pending settlement of any amount due to the University.

Extended Quarter Break Stop-Out Policy

Rasmussen University encourages students to remain continuously enrolled in their program through graduation. Rasmussen University recognizes that, on occasion, an accepted 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 for either Term/Session 1 or 2 of the following quarter. The student must successfully complete Term/Session 2 immediately prior to the Stop-Out quarter. Under no circumstances will a Stop-Out be approved for a student to take two consecutive Term/Session Stop-Outs (i.e., Term/Session 2 of Fall Quarter and Term/Session 1 of Winter Quarter or Term/Session 1 & 2 of the

same quarter). The student must commit to returning in the immediate next Term/Session following the approved Extended Quarter Break Stop-Out or the student will be withdrawn from Rasmussen University. Students who are receiving Title IV funding must be scheduled to take at least six instructor-led credits in the Term/Session immediately following the Extended Quarter Break Stop-Out period. 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 the necessary information to make an informed decision. The Stop-Out Request form 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. Stop-Out Request forms received after the last day to drop courses will not be honored. 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 courses of the quarter in which the student returns. Students in some programs, such as the Physical Therapist Assistant program, are not eligible for the Extended Quarter Break Stop-Out.

Students in Flex Choice CBE six-month term programs are not eligible for the Extended Quarter Break Stop-Out Policy.

Military Leave for Mandatory Training or Deployment

Rasmussen University supports our students who are service members and veterans, their spouses, and other family members.

A. Eligibility:

Students or prospective students who have service requirements that make it difficult or impossible for them to be successful in their academic program are eligible for a military leave. For purposes of granting Military Leave, service requirement is defined as (a) deployment, (b) mobilization leading to deployment, or (c) mandatory training.

B. Military Leave Procedures:

- Students must contact their Advisor to request the Military Leave and provide a copy of their military orders for authentication. Students who have yet to receive orders need to provide a memo from their commanding officer supporting the request for the Military Leave.
- The student cannot remain enrolled in the quarter/term/session that the leave begins.
- If the student is currently enrolled for the quarter/term/session in which their requested leave is to begin, it is the responsibility of the student to request military leave and drop/withdraw from their classes.

- Students receiving benefits under any of the GI Bills will have their enrollment certifications terminated for the initial term of the military leave and any subsequent terms for which leave is approved.

Financial Aid and Tuition/Books/Fees Impact of a Military Leave:

- Students are treated as a withdrawal from the University for financial aid purposes because students who take a leave of absence are generally not able to return to the same point in their academic studies upon return, as certain scheduling adjustment may be required.
- If the student received federal financial aid funding for the term of withdrawal, a calculation of the amount of aid earned for the term of withdrawal will be performed along with a calculation of the student's tuition obligation for the same period. As a result of these calculations, the student may have a tuition balance, have unearned federal aid funds that must be returned by the University or student, or have a tuition refund due. These calculations will be performed according to federal guidelines and institutional policy and the student will be notified of the outcome.
- If a tuition refund is due to the student, it will be returned in accordance with the directive given in the Student Statement Regarding Title IV Credit Balance Form (completed upon enrollment or as updated upon student request). Refunds will be paid to the appropriate funding agency within 45 days and the student will be billed for any remaining unpaid balance. See the University Refund Policy.
- Students who return from a Military Leave will have their federal financial aid reinstated, but the funding package may be different from the term of withdrawal due to changes in student eligibility.
- Official transcripts will not be released by Rasmussen University until all outstanding financial obligations have been met.
- Students with federal financial aid, federal loan obligations, or military tuition assistance must contact their lenders and the Military Financial Aid Specialist to ascertain their loan repayment status or repayment of tuition assistance during the Military Leave.
- Students who received federal student loans at any point during their enrollment at the University will receive further information regarding their loan obligations and repayment in an exit interview provided by the University within 30 days of the student's withdrawal date.
- In the event the student discontinues their program, any supplies or

textbooks issued to and paid for by the student become the property of the student. Electronic resources, access to which the student paid for as part of the Course Technology and Resource Fee, shall remain accessible to the student as long as the license provided by the publisher/content owner allows. Licenses for electronic resources, which are utilized in most courses at Rasmussen University, are typically active for a length of 180 days to two years, dependent upon the publisher. The remaining amount of the prepaid tuition will be refunded on a prorated basis computed to the date of discontinuance.

C. Academic Impact of a Military Leave:

- If the student takes Military Leave on or before the close of the drop period the course(s) will be dropped without being recorded on the student's transcript and tuition will not be charged.
- A grade of "WL" will be recorded for each course for which a student was registered if the student takes Military Leave from the University at any time following the course drop period of the quarter. The student will need to repeat any course for which the WL grade was awarded.
- 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 Military Leave in Term or Session 2, the letter grades they earned for the Term/Session 1 courses will remain on their transcript.
- All academic probations, warnings, and dismissals remain applicable to students who take a Military Leave. 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 University.
- The standard Rasmussen transfer of credit policies apply for courses taken elsewhere while on leave to any academic work done by the student while on Military Leave from the University.

D. Long Term Military Leave for More Than Two Quarters in Length

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. Students in good standing who withdraw under this policy may be readmitted and reenroll into the same program 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 upon submission of the military orders showing their military deployment has been completed. Programs with specialized admissions requirements are excluded from this policy; students must meet those additional requirements at the time of re-enrollment.

E. Short Term Military Leave for Up to Two Quarters in Length

Military service members who are given official orders for mandatory training who cannot complete the academic quarter due to military training may withdraw without penalty from any or all classes in which they are enrolled, even if the established deadline for withdrawal has passed. Each leave may be for up to two consecutive quarters. There is no limit to the total number of Military Leaves that a student may accumulate during their enrollment with the University. Students in good standing who withdraw under this short-term (up to two quarters in length) leave policy reenroll at the start of the next term/session/quarter after the military training is complete and will be allowed to return into the same program under the catalog that the student was enrolled in prior to the military leave. The student will be charged the same tuition rate as their original program or the new tuition rate, whichever is lower. The student must contact their Advisor at least one week 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 military orders showing their military training has been completed. If the student reenrolls after more than one quarter, they will reenroll under the catalog and tuition rate that is current at the time of re-enrollment, without penalty or redetermination of admission eligibility, within one year following their release from military training. 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

A. Medical Leave

Medical Leave is intended for accepted students who need to take time away from Rasmussen University for health reasons and who, for medical reasons, are unable to complete the quarter or Flex Choice® CBE six-month term in which they are currently enrolled. Medical Leave is also available for students who are primary caregivers for someone who is experiencing a health or medical issue, which has resulted in their inability to complete the term in which they are currently enrolled. For students in programs offered in 11- or 12-week quarters, each Medical Leave can be up to

one quarter and may be extended through the following quarter/term/session. No approved medical leave may extend for more than two consecutive quarters or up to a maximum of six months in total length excluding break weeks. At the end of the approved leave the student must return on the next start date based on their term cycle and program of enrollment. A student enrolled in Flex Choice® CBE six-month term programs cannot return during the same six-month term in which they left. During a student's enrollment, there is no limit to the total number of non-consecutive quarters/terms/sessions that a student may apply for and accumulate medical leave.

Qualified students with a disability under the Americans with Disabilities Act (ADA) who are seeking academic adjustments, auxiliary aids, or other support services should refer to our Accommodations Policy. Temporary medical conditions are not considered a disability under the ADA unless they are severe enough to result in a substantial limitation of one or more major life activities. Such a determination is made on a case-by-case basis, taking into consideration the duration or expected duration of the impairment, and the extent to which it actually limits a major life activity of the individual. If you believe that your medical condition may qualify as a disability under the ADA and require support services or other accommodations, please contact the Accommodations Coordinator at your campus.

Students who are placed on a Medical Leave of Absence are treated as a drop/withdrawal for Financial Aid purposes, because students who take a leave of absence are generally unable to resume coursework at the same point in their academic studies upon their return, as certain scheduling adjustments may be required. If the student received federal financial aid funding for the term in which the student withdrew, a calculation of the amount of aid earned for that term will be performed along with a calculation of the student's tuition obligation for the same period. As a result of these calculations, the student may have a tuition balance, may have unearned federal aid funds that must be returned by the University or student, or may have a tuition refund due. These calculations will be performed according to federal guidelines and institutional policy and the student will be notified of the outcome. If a tuition refund is due to the student, it will be returned in accordance with the directive given in the student's Credit Balance Directive (completed upon enrollment). Refunds will be paid to the appropriate funding agency within 45 days and the student will be billed for any remaining unpaid balance. See the University Refund Policy.

ACADEMIC INFORMATION AND UNIVERSITY POLICIES

Official transcripts will not be released by Rasmussen University until all outstanding financial obligations have been met. Students with federal financial aid, federal loan obligations, or military tuition assistance must contact their lenders and the military financial aid specialist to ascertain their loan repayment status or repayment of tuition assistance during the Medical Leave. Students who received federal student loans at any point during their enrollment at the University will receive further information regarding their loan obligations and repayment in an exit interview provided by the University within 30 days of the student's withdrawal date. Students who return from a Medical Leave of Absence will have their federal financial aid reinstated, but the funding package may be different from the term in which the student withdrew due to changes in student eligibility.

B. Medical Withdrawal

Students who do not return to Rasmussen University following their Medical Leave will be withdrawn with a status of Medical Leave Withdrawal.

C. Applying for Medical Leave of Absence

To apply for a Medical Leave, the student must obtain the Medical Leave Request Form from their Advisor. The student cannot remain enrolled in the quarter/term/session in which 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.

D. Returning After Medical Leave of Absence

To return from Medical Leave, the student must complete and submit the Medical Leave Return Request Form prior to the first day of the quarter/term/session in which the student wants to return to complete the reentry process. Additionally, the student must submit a signed note 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 University. A student returning after a Medical Leave of Absence will be returned to their previous program and catalog; students who desire to transfer programs are subject to the Program Transfer Policy.

E. Policy Regarding Grades in the Event of a Medical Leave of Absence

1. If the student takes Medical Leave on or before the close of the drop 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 from the University at any time following the course drop period of the quarter/term/session. The student will need to repeat any course required in their program for which the WX grade was awarded.
3. When a student completes any 5.5- or 6-week course(s) or Flex Choice® CBE six-month term courses and then takes

a Medical Leave, the letter grades earned for the completed courses will remain on their transcript.

4. Academic probations, warnings, and dismissals related to Satisfactory Academic Progress remain applicable to students who take a Medical Leave. 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/term/session in which they return to the University.
5. Rasmussen University transfer policies will be used to evaluate credits earned at other schools and will apply to any academic work completed by the student while on Medical Leave or while on Medical Withdrawal from the University.

F. Returning After Medical Leave Withdrawal

Re-enrollment will require a student to reapply to the University and the terms of the Rasmussen University Reenter policy will apply.

Short Term Leave Policy

A student who has completed all of their registered courses in the quarter/term/session prior to the end of the quarter/term/session and who intends to return in the next scheduled quarter/term/session may be administratively withdrawn and placed in a Short Term Leave status.

A student in a Short Term Leave status is reported as withdrawn to the Department of Education, and any outstanding student loans will enter the applicable grace period/repayment period. A student who is placed on Short Term Leave may have their federal

financial aid recalculated per the Federal Return of Title IV Funds Policy. This recalculation may result in the return of federal financial aid funds to the Department of Education and result in a balance owed to the University. A student placed on Short Term Leave may return to the University on the next scheduled quarter/term/session start date and continue their studies. A student on Short Term Leave who does not resume their studies by the sixth business day of the subsequent term will be withdrawn from the University.

A. Flex Choice® Competency-Based Education (CBE) Traditional 11-/12-Week Quarter programs

A student receiving Title IV funds (federal financial aid) who ceases to be enrolled through the end of a quarter/term, including students who complete all competency-based courses prior to the end of the quarter/term and have no other courses registered for that quarter/term may be administratively withdrawn and placed in a Short Term Leave status if it is known that the student intends to return at the start of the subsequent term/quarter.

B. Flex Choice® Competency-Based Education (CBE) six-month term programs

A student who has completed all of their registered courses with more than 15 business days remaining in the term who intends to return in the next scheduled term and declines to register for additional credits in the term will be administratively withdrawn and placed in a Short Term Leave status.

ACADEMIC POLICIES

Assessment

Rasmussen University has developed an institutional culture wherein assessment is at the heart of the University's daily functions. The Rasmussen University 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 University systematically assesses the purposes and, ultimately, the mission of the Institution. To guide this process, Rasmussen University has established five Councils, which align with the five purposes that support the mission; as such, the University 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 University follows a pattern of incoming, ongoing, and outcome assessment.

The University 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 University has identified the following six Transferable Skills as institution-level learning outcomes: Communication, Critical Thinking, Digital Fluency, Diversity and Teamwork, Ethics and Professional Responsibility, and Information Literacy.

Students will have the opportunity to demonstrate these skills 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. Students will be assigned to submit a comprehensive Transferable Skills project in their program capstone courses.

Class Content

The University reserves the right at any time to make changes to improve the quality or content of the programs of study offered. The University reserves the right to cancel any classes or programs where enrollment is under 12 students. Students will be notified of changes impacting their program of study.

Class Standing

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

Freshman	0–35 credits earned
Sophomore	37–71 credits earned
Junior	73–128 credits earned
Senior	129 or more credits

earned

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, PHT, PRN, PTA, RTE, STS, or with a course level of 5000 and above, or courses identified as competency-based education (CBE) delivery method cannot be taken as individual progress courses. For courses with prerequisite requirements, the prerequisites do not apply. To be considered for admission, individual progress students must complete the application form and attestation of high school graduation. The Rasmussen University 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 University 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 University, 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

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 university 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, HIM, ISM, MEA, MLT, PHT, PRN, PTN, NUR, RTE, or STS. Auditing of courses is not permitted for course levels of 5000 and above or courses identified as competency-based education (CBE) delivery method. However, students who are enrolled in a program in which any of the aforementioned course prefixes, course numbers, or delivery methods exist may be eligible to take the course as an Audit if the student's Rasmussen University 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. Graduates of Rasmussen University School of Nursing programs may audit a Nursing core course as an Individual Progress student based on course and space availability and with the approval of the Nursing Dean. Approval must be received prior to enrolling in the University as an Individual Progress student.

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-Based Education 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 University 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 University 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. University 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.

The University 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 University 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 administratively withdrawn from the University. 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 University.

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:

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	88 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. PD - Pandemic Withdrawal Grade Points = N/A

Point Scale Alphabetical Grading System

Grade	Grade Points	Description
A	4.00	Excellent
A-	3.75	
B+	3.50	
B	3.00	
B-	2.75	
C+	2.50	Very Good
C	2.00	
C-	1.75	
D+	1.50	Average
D	1.00	
D-	0.75	
F	0.00	Failure
AUDIT	NA	Audit
CW	NA	Course Waiver
FD	NA	Failure Dropped
I	NA	Incomplete
PT Credit	NA	Pending Transfer
S/SX	NA	Satisfactory
TO	NA	Test-Out
TR Credit	NA	Official Transfer
U/UX	NA	Unsatisfactory
UD/UXD	NA	Unsatisfactory Drop
W/WX/WL	NA	Withdrawal

See the Standards of Satisfactory Academic Progress for more information on how grades are used in determining how each of the standards are met for Satisfactory Academic Progress.

Graduate Programs Grade Scale

Students are required to earn at least a "C" in their graduate-level courses. This applies to all coursework level 5000 through 6999.

Letter Grade	Percentage Range
A	100 to 94 %
B	93 to 85%
C	84 to 78%
F	Below 78%

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	88 to 83%
B-	82 to 80%
C+	79 to 77%
C	76 to 73%
F	Below 73%

In addition to the lecture component, a School of Health Sciences course may contain a co-requisite lab component, a co-requisite clinical/externship/practicum learning component, or both. Satisfactory performance (score of 73% or higher) in each of the learning components of the course is required to earn a passing grade in the course. If a satisfactory grade is achieved in all learning components of a course, each learning component will receive an independent grade. Failure to earn a satisfactory grade in all learning components of the course will result in

ACADEMIC INFORMATION AND UNIVERSITY POLICIES

failure of all components of the course. All learning component grades will appear on the student's transcript.

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 0000 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.

A. 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% $((80+78+89+76)/4)$.

B. 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.

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 Policy

Rasmussen University Flex Choice Credit by Assessment options are self-directed offerings that fulfill some academic program requirements. Demonstrated mastery through the successful completion of self-directed Flex Choice Credit by Assessment allows students to test out of some courses within their academic program.

- A signed enrollment agreement in a program which allows Credit by Assessment is required in order to gain access to the library of Credit by Assessment options. Non-degree seeking students do not have access to Credit by Assessment options.
- Flex Choice Credit by Assessment options are not available to students who are enrolled in Flex Choice® CBE six-month term subscription-based tuition programs unless explicitly allowed based on program requirements.
- Active students must attempt a minimum of six faculty-led credits per quarter in order to gain access to the Credit by Assessment options that may be available to them.
- Enrolled students must have fulfilled all Developmental Education requirements prior to enrolling in any Credit by Assessment options.
- Any student or prospective student must be in good academic standing in order to enroll in any Credit by Assessment options.
- Credit by Assessment options is optional, and students can complete a degree without completing a Credit by Assessment options.
- Credit by Assessment options must be completed within 45 days of accessing Credit by Assessment options.
- There will be no extensions granted for Credit by Assessment options.
- If Credit by Assessment options are not successfully completed, the student will be required to take the faculty-led course to fulfill graduation requirements. No appeals will be considered to repeat the assessment.
- Enrolled students may elect to take a Credit by Assessment options in lieu of a course for any course that has been identified as having a Credit by Assessment options equivalent or fulfills the same General Education category.
- A completed Credit by Assessment option will be posted as Test-Out (TO) on the student transcript.
- If a student has already attempted an online, CBE, or residential course, as indicated by a posted letter grade, the student will not be allowed to attempt the equivalent Credit by Assessment options or Credit by Examination options.
- A student may complete a Credit by Assessment option and later decline Transfer Credit for the option (TO grade) and enroll in an equivalent faculty-led course and earn a letter grade.
- Credit by Assessment options must be completed prior to or concurrently with the final faculty-led courses in the program.
- Credit by Assessment options will not count as credits for financial aid eligibility.
- Credit by Assessment options credits will not satisfy credit load requirements for the purposes of veterans benefit program funding or any other student financial assistance program.
- Students who enroll or reenter the University are required to pay a nonrefundable/nontransferable Credit by Assessment options 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 options as well as 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 Policy

Students enrolled in a Flex Choice® Credit-Based CBE Program will be enrolled in competency-based courses where they are offered and in traditional courses when a course is not available as a competency-based course. Traditional courses are defined as courses of any modality with specific assignment deadlines. Flex Choice® CBE courses are defined as those which allow students control over their assignment deadlines and are time-flexible within the academic term.

- Credit-based CBE programs will offer at least 51% of the program credits as CBE credits.

- Students will matriculate into Rasmussen University upon acceptance in a Flex Choice® CBE program of their choice.
- 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.
- All Rasmussen University policies and procedures apply to a student in a Flex Choice® CBE program unless otherwise noted.
- Attendance policies of the University must be met.
- It is the expectation that students in a Flex Choice® CBE Program will complete their program by taking a combination of traditional courses and competency-based courses dependent upon the delivery method the course is offered by the University.
- It is the expectation that students in a graduate Flex Choice® CBE Program and Flex Choice® CBE six-month term programs will complete their entire program by taking competency-based courses.
- Students have until the final day of the quarter/term/session to complete the competency-based course(s). Competency-based courses must be completed within the academic term of the program.
- Student grades will be impacted by the completion of deliverables.
- Upon successful completion of a competency-based course, the attendance requirements have been met and Rasmussen University will post the final letter grade to the student's record. Final grades may take up to seven calendar days to post to a student's transcript after completion of the course.
- Competency-based course scores will be converted to letter grades following a standard grading scale as identified on the Competency-Based Education Course Grade Conversion Scale and will appear on the student's transcript.
- Students who do not successfully complete a competency-based course within the allotted time will be required to repeat it as a competency-based course.
- If a student has already attempted and failed or withdrawn from a traditional course, as indicated by a posted W or F/DF grade, the student will be allowed to attempt the equivalent competency-based course following the expectations of the course repeat policy.
- Flex Choice® CBE six-month term programs have a recommended minimum credit registration. It is expected that a student register for

and complete a minimum of 18 credits per term. A student with fewer than 18 credits is considered less than full time and there may be a financial aid impact. A student with fewer than 9 credits is considered less than half time and is not eligible for Title IV loans and most likely will need to pay cash for that term. Anticipated graduation dates may be adjusted for a student who is enrolled less than full time or drops, fails, or withdraws from registered courses during a term.

- Flex Choice® CBE three-month term programs have a recommended minimum credit registration. It is expected that a student register for and complete a minimum of 12 credits per three-week term. A student with fewer than 12 credits is considered less than full time and there may be a financial aid impact. A student with fewer than 6 credits is considered less than half time and is not eligible for Title IV loans and most likely will need to pay cash for that term. Anticipated graduation dates may be adjusted for a student who is enrolled less than full time or drops, fails, or withdraws from registered courses during a term.
- Mandatory Course Add for students in Flex Choice® CBE six-month or three-month term subscription model programs: Students who complete all of their registered courses prior to the 60% point in the term will automatically have an additional course registered by the Advisor for the term. The additional course will be scheduled by the Advisor in consultation with the student. Refer to the Course Add Policy for additional information.
- Short Term Leave: Students who no longer have courses remaining to complete in their current quarter/term and intend to return at the start of the subsequent quarter/term may be administratively placed on a Short Term Leave. Refer to the Short Term Leave policy for additional information.

Eligibility to Substitute Master's-Level Course while Enrolled in a Bachelor's Program

Rasmussen University allows eligible students enrolled in specified programs an opportunity to substitute specific master's-level (5000/6000 level) courses for certain bachelor's-level (3000/4000 level) courses. Eligibility to register for 5000/6000 level courses is determined by meeting the following criteria:

- The student must be enrolled in a bachelor's degree program that offers master's-level course substitutions for bachelor's-level courses.
- To qualify and maintain eligibility for taking master's-level courses while enrolled in the bachelor's program student must have a cumulative GPA of 3.0 or higher in the bachelor's degree.

- The student must have completed at Rasmussen University, with a final grade of B or higher in each course, at least 20 credits of bachelor's-level (3000/4000) faculty-led courses within the enrolled bachelor's program.
- Student must be meeting all SAP standards.
- Each eligible bachelor's-level course has only one direct master's-level substitution. The courses are a one-for-one exchange, not a pool.
- Once student is enrolled in their first master's-level course, their schedule will be updated to include all other master's-level course substitutions, as appropriate, for future quarters. Students must contact their advisor to opt back into bachelor's-level courses within the terms of the Course Add policy by contacting their Advisor.
- If student does not meet cumulative GPA requirements as of the quarter prior to being scheduled to take the master's-level course, student will be rescheduled into the appropriate bachelor's-level course.
- Master's-level courses attempted while enrolled in a bachelor's program remain on the student's transcript and are included in the calculation of all three standards of Satisfactory Academic Progress (SAP) in both their bachelor's and the master's programs, as applicable.
- If a student fails a course and chooses the alternate master's- or bachelor's-level course substitute, the failed grade remains on the transcript and in the cumulative GPA of the student. In order to replace the failed grade, student must retake the failed course at the same level. See the Satisfactory Academic Progress (SAP) policy for additional information.
- Upon successful completion of program requirements, student will graduate with a bachelor's degree. All graduate-level credits attempted at the bachelor's level will be applied to the Rasmussen's master's degree program if the course is a required course 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/term/session. A student will not be considered for reentry in the same quarter/term/session in which they withdrew or were withdrawn. 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 and fees, academic program requirements, and graduation standards. Students who are reentering into programs that require either a conferred degree or at least 60 credits

for acceptance may be considered for reentry in the next full quarter/term/session only upon submission of official transcripts. They must also meet all acceptance 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. See Satisfactory Academic Progress Policy. 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 acceptance 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 Financial Aid Warning must have a financial balance of \$1,000 or less to return. Students returning on Financial Aid Probation, regardless of aid status, must have a zero financial balance and have paid half the tuition amount of the upcoming quarter/term/session by seven calendar days after the quarter/term/session 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. Students reentering into or transferring to the Physical Therapist Assistant program must complete the requirements as detailed in the Physical Therapist Assistant Associate's Degree Program Re-enrollment Policy. Students reentering into or transferring to a Nursing program must also complete the requirements as detailed in the School of Nursing Reenter Policy.

Physical Therapist Assistant Associate's Degree Re-enrollment Policy

A Physical Therapist Assistant (PTA) program re-enrollment is defined as any student who was enrolled in the Physical Therapist Assistant program and previously attempted any program-specific core course (PHT prefix) and earned a grade of A–F or W in those courses. This includes students who have withdrawn from the program and/

or withdrawn from the University. The University reenter and program transfer policies apply to any Physical Therapist Assistant student who withdrew from the program prior to attempting any core courses (PHT prefix).

Reenrolling students are treated as new students for the purposes of tuition, academic program requirements, and graduation standards. Re-enrollment is limited to one time for students withdrawn from the program for any reason. However, students who have been administratively withdrawn/dismitted from the Physical Therapist Assistant program for disciplinary or conduct reasons may not be eligible for re-enrollment into the program and may not be eligible for reentry to Rasmussen University.

Reenrolling students admitted to a subsequent PTA cohort must meet all current acceptance requirements as identified in the Acceptance Requirements for the Physical Therapist Assistant Associate's Degree program. Acceptance is also subject to cohort size limitations at the campus to which they are applying. In addition, reenrolling applicants are required to demonstrate competencies from previously passed or completed PHT courses. An applicant must prove competencies in course sequence order. At any point that competencies are not proven, the applicant cannot attempt any subsequent competencies. Students will be allowed one attempt to achieve a passing grade as defined by the Health Sciences Program Grade Scale on each of the required competencies. Failure to meet this threshold will require the student to retake the associated courses in the program. Competency assessment may begin no earlier than six (6) months prior to the start date of the reenrolling quarter and must be completed no later than the Friday two weeks prior to the start date of the reenrolling quarter. See Satisfactory Academic Progress Policy.

School of Nursing Reenter Policy

Students who have been dismissed from a School of Nursing program for disciplinary or conduct reasons will not be eligible for reentry into any School of Nursing program and are not eligible for reentry to Rasmussen University.

Additionally, students who have been administratively withdrawn 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 reentry into the same program within the School of Nursing until no fewer than four full academic quarters have passed since the date of programmatic withdrawal, subject to the School of Nursing Course Expiration Policy.

Reentry into a previously attempted Nursing diploma, associate's degree, or bachelor's degree entrance option

ACADEMIC INFORMATION AND UNIVERSITY POLICIES

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 NGR, NUR, and PRN) 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 University will allow the student to reenter at the appropriate level in a current program if a space in the program is available and all other reentry requirements are met.

All core Nursing coursework, whether passed or failed, from any prior enrollment will remain on the student's academic record. When a nursing student reenters 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 Progress. See Satisfactory Academic Progress Policy.

For graduates of a Rasmussen University 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, withdrawn, 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 Progress. See Satisfactory Academic Progress Policy.

Repeating Courses Policy

Students who are meeting Satisfactory Academic Progress may retake courses up to three times, but only at regular tuition rates. A course should be repeated in the next quarter in which it is offered. No course can be repeated within the same quarter/term in which it was most recently attempted. Repeated course credits may be included in financial aid award calculations when:

- The student is repeating a course for a second or third time and failing grades have been earned in all previous attempts of that course; OR
- The student is repeating a previously passed course (one time only per previously passed course) for a higher grade. In this case, if the student fails the previously passed course the student loses all future financial aid eligibility for that course.

Students who fail a required course three times and have a cumulative grade point average of 2.0 (3.0 for Graduate

programs) 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 transfer-appeal process, will be withdrawn from the University. Those students cannot return to the University 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 into Rasmussen University as official transfer credit, in accordance with the transfer of credit requirements. Transferred courses are not applicable to Graduate programs.

Developmental Education courses may only be repeated one time. Students who fail a Developmental Education course a second time will be withdrawn from the University.

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.

Refer to the Satisfactory Academic Progress Policy for details on how repeated and transferred courses will impact a student's academic and financial status.

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 administratively withdrawn from the program. If a student fails both attempts, documentation will be placed in the student's file. If a student is administratively withdrawn from a clinical, externship, or practicum site due to circumstances out of their control, attempts will be made to secure an additional site within the same quarter for the student to complete their 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 undergraduate students to fail one nursing course within the core nursing curriculum as designated by course prefix (NUR or PRN). However, a second failure, whether it be the same nursing course or any other nursing course, will result in an administrative withdrawal from the nursing program. Core nursing courses may need to be repeated in a program of reentry based upon course expiration periods as defined in the Nursing Program Reentry Policy and as allowed by the School of Nursing Course Expiration Policy.

Students in their final quarter of the program, enrolled in the Capstone or Transition to Practice course for the first time, who fail a second core nursing course may be eligible to repeat a failed course if the following criteria are met:

- The student must be meeting SAP and other continuing enrollment requirements (including clinical compliance) to be eligible to repeat the final term failed course(s).
- The student understands they may not be eligible for financial aid based on total credits registered, and they only have one quarter to pass their repeated course(s).
- A student who has an approved Extended Incomplete (I) grade in the course that contains the ATI Comprehensive Predictor must complete the Capstone or Transition to Practice course requirements concurrently with the failed course no later than Friday of week 11 of the quarter the failed course is being repeated.
 - o Students are allowed only one Extended Incomplete (I) quarter for the Capstone or Transition to Practice course.
- This provision only applies if the student remains continuously enrolled to repeat the failed course in the quarter immediately following the quarter the failed grade was earned.

All attempts at courses remain on the student's transcript. See the Satisfactory Academic Progress (SAP) Policy for information on how repeating courses impacts a student's GPA and SAP status.

School of Nursing Course Expiration Policy

Students who qualify for reentry into a nursing program may receive credit for previously completed core nursing curriculum courses. Application of credit in 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 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 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.

Late Assignment Submission Policy

Students may submit assigned work up to seven 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 time frame 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" 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/Session/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 seven calendar days for the term/session/quarter.

- 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. Incomplete grades must be completed within seven calendar days of the last day of the term/session 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. See Satisfactory Academic Progress Policy.
7. Select programs may offer an extended incomplete for a student's final quarter of enrollment. Students should refer to the applicable program handbook for details. An approved extended incomplete will result in a change of status from Active to Short Term Leave. See the Short Term Leave policy for details.

Change of Grade Policy

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, within 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 five business days after grades have been posted to their record regarding grade changes. Instructors will have seven business days 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 University), the Dean may determine if a grade change is appropriate.
- The Dean may authorize grade changes in order to settle academic appeals.

School of Nursing Incomplete Grade and Change of Grade Policies

The Incomplete Grade Policy and Policy for Change of Grade apply to students in the School of Nursing, with the following exceptions:

A. Professional Nursing (ADN) Program, and Bachelor of Science in Nursing (A-BSN) (Standard Entrance and Second Degree)

In order for an Associate Degree or Bachelor of Science in Nursing (BSN) (Standard Entrance and Second Degree (A-BSN)) Nursing program student to complete and receive a final passing grade in the programmatic coursework

that delivers two proctored NCLEX Comprehensive Predictor Assessments, the student must earn an individual score (benchmark) on one of the two proctored Comprehensive Predictor Assessments which equates to a 95% probability of passing the NCLEX exam. Eligibility to take the Comprehensive Predictor in the ADN and A-BSN programs is dependent upon the achievement of a Proficiency Level 2 on the ATI Proctored Content Mastery Series. If during the course, the student does not attempt the Comprehensive Predictor Assessment or is not successful in reaching the required individual score, the student will receive an Extended Incomplete grade (I) for the course, not to extend beyond the following quarter. 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 Assessment. 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.

B. 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 Assessments, the student must earn an individual score (benchmark) on one of the two proctored Comprehensive Predictor Assessments that equates to a 92% probability of passing the NCLEX exam. Eligibility to take the Comprehensive Predictor in the PN program is dependent upon the achievement of a Proficiency Level 2 on the ATI Proctored Content Mastery Series. If during the course, the student does not attempt the Comprehensive Predictor Assessment or is not successful in reaching the required individual score, the student will receive an Extended Incomplete grade (I) for the course, not to extend beyond the following. 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 Assessment. 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 Transfer Policy

Accepted students may transfer programs based on meeting certain criteria. Active student 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 University 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 administratively withdrawn from the University. If a student chooses to transfer their academic program, the student defaults to the current catalog and curriculum requirements. A student who chooses to transfer programs must provide written authorization 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.

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 University. 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 University 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 University Academic Appeal committee. The program transfer will be granted if all other program acceptance criteria are met:

- The returning student has not attended Rasmussen University within the past five years (sixty months) since their most recent withdrawal date

ACADEMIC INFORMATION AND UNIVERSITY POLICIES

- The returning student earned a credential from another university/university after attending Rasmussen University
- The returning student's previous program from which he/she withdrew while not meeting Satisfactory Academic Progress is no longer offered at Rasmussen University
- 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)
- An active student is requesting to transfer to the most recent catalog version of the program in which they are 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 their 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 University 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 Admissions Advisor. If a returning student is granted a program transfer appeal, the appeal will be honored for a single reenter to take place within the next three months as noted on the approved Program Transfer Appeal. An approved program transfer 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. Students reentering into or transferring to the Physical Therapist Assistant program must complete the requirements as detailed in the Physical Therapist Assistant Associate's Degree Re-Enrollment Policy.

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 University 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 quarter/term/session in question does not arise from the student's decision to withdraw from the course in an earlier quarter/term/session, 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 quarter/term/session.

Academic Overload Policy

An academic or credit overload occurs when an undergraduate 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, or when a graduate student registers for more than 16 credits per quarter or more than 12 credits in a 5.5-week term. In order to qualify for an overload, an undergraduate student must have completed a minimum of 30 credits at Rasmussen University. A graduate student must have completed a minimum of 16 credits at Rasmussen University in order to apply for an overload. The student must also be meeting the Rasmussen University Standards of Satisfactory Academic Progress. Undergraduate students must have a cumulative grade point average of at least 3.01 (3.5 for six-week programs), and graduate students must have a cumulative grade point average of at least 3.5 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 or Nursing Dean of the campus in which they are enrolled.

An Academic Overload does not apply for students enrolled in Flex Choice® CBE six-month or three-month term programs. Students in the Flex Choice® CBE six-month or three-month term subscription programs may add courses beyond their initial term registration once all registered courses have been attempted per the Course Add policy.

Course Add Policy

A. Traditional 11-Week or 12-Week Quarter Programs

Students who are enrolled in courses at the beginning of a traditional 11-week or 12-week quarter may add Term/Session 1 courses through the second business day of Term/Session 1 and add Term/Session 2 courses through the sixth business day of Term/Session 1, which is the close of the Course 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 sixth business day of the quarter, which is the close of the Course Add period.

Business days are defined as Monday through Friday, excluding any University holidays.

B. Flex Choice® CBE Six-Month or CBE Three-Month Term Programs, Per-Credit Tuition Model

Students who are enrolled in courses at the beginning of a six-month or three-month term may add courses through the sixth business day of a term, which is the close of the Course Add period. Students who begin their program at the mid-point of three-month term may add courses through the 2nd business day of a term, which is the close of the Course Add period. Students enrolled in a three-month term program are only eligible for the Per-Credit Tuition Model in their first term of enrollment as long as they started at the mid-point of the term. Thereafter they will be enrolled in the Three-Month term Subscription Tuition Model.

Flex Choice® CBE six-month or three-month term students who have already been billed tuition may swap courses for an equivalent credit-value course no later than 15 business days prior to the last date of the term. The student will need to work with their Advisor to determine whether this is an option.

Courses that have been swapped and are subsequently attempted by meeting one or more of the attendance requirements without successfully completing each of the required deliverables prior to the end of the term will receive a failed grade for the course on student's academic

transcript. All registered courses and associated credits for the term will be used to determine Satisfactory Academic Progress at the end of each term. To meet program completion requirements a student will need to register for any failed or withdrawn courses in a future term, which may also impact the anticipated graduation date.

Business days are defined as Monday through Friday, excluding any University holidays.

C. Flex Choice® CBE Six-Month or Three-Month term Subscription Tuition Model

Students may accelerate their studies by adding courses for their program to their term schedule once they have successfully completed each of the courses they were registered for at the start of the term. Courses may be added no later than 15 business days prior to the last date of the term. There are no additional tuition charges for the added courses in a Flex Choice® CBE six-month or three-month term program. Students who desire to add courses to a term should discuss program acceleration in detail with their Advisor.

Students who complete all of their registered courses prior to the 60% point in the term will automatically have an additional course registered by the Advisor for the term. The additional course will be scheduled by the Advisor in consultation with the student.

Students who have one course remaining in their program in order to graduate may be granted an exception to the 15-business-day restriction in order to graduate without registering for another term.

Flex Choice® CBE six-month or three-month term students who have already been billed tuition may swap courses for an equivalent credit-value course no later than 15 business days prior to the last date of the term. The student will need to work with their Advisor to determine whether this is an option.

Courses that have been added or swapped and are subsequently attempted by meeting one or more of the attendance requirements without successfully completing each of the required deliverables prior to the end of the term will receive a failed grade for the course on student's academic transcript. All registered courses and associated credits for the term will be used to determine Satisfactory Academic Progress at the end of each term. To meet program completion requirements a student will need to register for any failed or withdrawn courses in a future term, which may also impact the anticipated graduation date.

Business days are defined as Monday through Friday, excluding any University holidays.

Course Drop Policy

Students may drop courses through the sixth business day of the quarter/term/session. Students who are enrolled in courses at the beginning of a Flex Choice® CBE six-month or three-month term, regardless of tuition model, may drop courses through the sixth business day of the quarter or term for all courses, including quarter-based Term/Session 1 and Term/Session 2 courses. The sixth business day of the term or quarter is the close of the drop period for all programs. For courses dropped prior to tuition billing, the student will be unregistered from the course and no grade will be assigned. Tuition is billed on the seventh business day of the term or quarter for all courses remaining on the schedule. If tuition billing has occurred, the student may drop a quarter-based Term/Session 2 course through the sixth business day of Term/Session 2 and the student will receive a grade of CL; which does not have an academic impact. It may, however, have a financial impact. Anticipated graduation dates may be adjusted for a student who drops registered courses.

Beginning on the seventh business day of a quarter/term/session, a dropped course in the current quarter/term/session will receive a withdrawal grade per the Course Withdrawal policy. For quarter-based Term/Session 2 courses a student who has already been billed tuition may swap courses for an equivalent credit-value course up through the second day of Term/Session 2. The student cannot add courses to their schedule if tuition has already been billed.

Business days are defined as Monday through Friday, excluding any University holidays.

Course Withdrawal Policy

Course withdrawal dates vary depending on the scheduled length of the course. Once the Course Drop period has passed, students are permitted to withdraw from a course until 60% of the scheduled course length has elapsed. If a student receiving financial aid withdraws from a course or all courses, there may be financial penalties. A student who withdraws from all courses will be withdrawn from the University and will have their financial aid eligibility adjusted according to the Institution's refund policy as described in the University Catalog. Anticipated graduation dates may be adjusted for a students who withdraw from registered courses during a term. A student who withdraws from a course is no longer allowed to attend or participate in that course.

During the withdrawal period, the student will receive a withdrawal grade (W) on their transcript for any classes from which they have been withdrawn. See the Satisfactory Academic Progress Policy to understand the impacts of

withdrawing from one or more courses. Tuition will continue to reflect the tuition billed at the close of the course drop period.

Once 60% of the scheduled course length has passed, the student will receive a failing grade (F/FD) on their transcript for any classes from which they have been withdrawn. See the Satisfactory Academic Progress Policy to understand the impacts of withdrawing from one or more courses. Tuition will continue to reflect the tuition billed at the close of the course drop period.

To meet program completion requirements, a student will need to register for any failed or withdrawn courses in a future term, which may also impact the anticipated graduation date.

Anticipated graduation dates may be adjusted for students who withdraw from registered courses during a term. Students who fail to notify the University that they have stopped attending and wish to withdraw from a class are still scheduled in the class. See the Satisfactory Academic Progress Policy to understand the impacts of being withdrawn from one or more courses. Tuition will continue to reflect the tuition billed at the close of the drop period.

Course Withdrawal information for students enrolled in Flex Choice® CBE six-month or three-month term programs.

- Once the Course Drop period has passed, students are permitted to withdraw from a course until 90% of the six-month or three-month term has elapsed. If a student receiving financial aid withdraws from all courses they will be withdrawn from the University and will have their financial aid eligibility adjusted according to the Institution's refund policy as described in the University Catalog. Anticipated graduation dates may be adjusted for students who withdraw from one or more registered courses during a term.
- During the withdrawal period, the student will receive a withdrawal grade (W) on their transcript for any classes from which they have been withdrawn. See the Satisfactory Academic Progress Policy to understand the impacts of withdrawing from one or more courses. Tuition will continue to reflect the tuition billed at the close of the course drop period.
- Once 90% of the six-month or three-month term has passed, the student will receive a failing grade (F/FD) on their transcript for any classes from which they have been withdrawn. See the Satisfactory Academic Progress Policy to understand the impacts of withdrawing from one or more courses. Tuition will continue to reflect the tuition billed at the close of the course drop period.

- To meet program completion requirements, a student will need to register for any failed or withdrawn courses in a future term, which may also impact the anticipated graduation date.
- Anticipated graduation dates may be adjusted for students who withdraw from registered courses during a term. Students who fail to notify the University that they have stopped attending and wish to withdraw from a class are still scheduled in the class. See the Satisfactory Academic Progress Policy to understand the impacts of being withdrawn from one or more courses. Tuition will continue to reflect the tuition billed at the close of the drop period.

Course Withdrawal information for students enrolled in Flex Choice® CBE Bachelor of Science in Nursing, RN-BSN Entrance Option.

- Once the Course Drop period has passed, students are permitted to withdraw from a course until 90% of the 5.5/11-week term has elapsed. If a student receiving financial aid withdraws from all courses they will be withdrawn from the University and will have their financial aid eligibility adjusted according to the Institution's refund policy as described in the University Catalog. Anticipated graduation dates may be adjusted for students who withdraw from one or more registered courses during a term.

Administrative Withdrawal from a Course, Program, or the University

The University may initiate an administrative withdrawal from a course, a program, or for complete withdrawal from Rasmussen University. An administrative withdrawal is managed according to policies established by the University. An administrative withdrawal from a course, program, or the University may be initiated as a result of the student's failure to pay tuition, failure to attend classes, failure to remain active in at least one course (unless granted stop out, leave, or another exception), failure to meet course prerequisites, failure to meet the standards of satisfactory academic progress, violations of the Code of Conduct, failure to meet programmatic expectations, and other situations.

Online Courses

Students may be required to take online courses 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 University 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 e-books and other resources required for online courses, are generally available within the online course. Additional resources required will be shipped directly to the student.

Graduation Requirements Policy

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 enrolled in undergraduate programs must complete 33 percent of their program requirements at Rasmussen University, and no more than 67 percent may be completed via transfer credits, course waivers, credit by examination, or other means. Exceptions to this rule exist; see Transfer of Credit Policies. Clock hours listed in the synopsis of subjects are estimated hours of class work necessary to complete the subject.

Students enrolled in an undergraduate degree program, diploma, or certificate must have a cumulative grade point average of a 2.00 and above with a passing grade in each required course.

Students enrolled in a graduate degree program must have earned a cumulative grade point average of 3.00 or higher and have completed each required course with a passing grade in order to earn the degree.

Complete Status Policy

A Complete status is applied to, and becomes the status for, students who were enrolled in a degree/credential-seeking program and have either completed the time allowed or attempted the maximum allowable number of credits for the program of study without meeting 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.
- Exceeded the threshold of time allotted to complete the program, known as the cumulative completion rate.

Students who are completing coursework in non-degree/credential-seeking opportunities will have their final status awarded as Complete. Students in non-degree/credential seeking opportunities

ACADEMIC INFORMATION AND UNIVERSITY POLICIES

with a status of Complete are not eligible for graduate benefits. Where applicable, coursework completed in non-degree/credential seeking opportunities may have credits applied to eligible programs.

Returning Completer Policy

Individuals who were enrolled in a degree/credential-seeking program and are in a Complete status may be eligible to return as a "Returning Completer" to achieve graduate status through the successful completion of failed courses, or through transfer of credit upon submission of an official transcript proving course equivalency from another institution.

The ability of Returning Completers to return to their prior program and attempt coursework required for graduation is determined by the University at the time of return, on a case-by-case basis. Returning Completers must be deemed academically and financially eligible to return to active status. The coursework and program curriculum relevant to Returning Completers may no longer be

available, and eligibility for financial aid is not guaranteed. Current enrollment and programmatic requirements of the University may apply. The current tuition structure will be followed for all Returning Completers.

Academic Honors

Each quarter, Rasmussen University 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 University recognizes outstanding academic achievement by awarding honors to graduates who meet minimum qualifications. Graduation honors will be noted on the diploma and transcripts of students, and they will receive gold cords for the

graduation ceremony as a symbol of this achievement.

Certificate, Diploma and Associate's degree students who complete all graduation requirements and earn a cumulative grade point average of 3.50 or higher will graduate with honors.

Bachelor's degree students who complete all graduation requirements and earn a cumulative grade point average of 3.50 or higher will graduate with one of the following honors:

- **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

Graduate Program Students who complete all graduation requirements and meet the following requirements will graduate "with Distinction":

- GPA requirement 3.85 or higher for courses completed at the graduate level (500 and above)
- No course grade may be lower than a "B" while enrolled in the graduate degree program
- No courses may be repeated

Standards of Satisfactory Academic Progress (SAP)

(This revised policy is effective beginning Fall Quarter 2019.)

Satisfactory Academic Progress, or SAP, is defined as the successful progression through an academic program within a prescribed time frame. Cumulative grade point averages and successful completion of credits attempted are monitored at the end of each quarter/term/session, which is equivalent to the payment period. Students in 11- or 12-week quarter-based programs have SAP assessed up to four times annually. Students in six-month term programs have SAP assessed up to two times annually. Students who are not meeting the standards are notified of their status in writing. Each such review includes the Qualitative (GPA), Quantitative (Pace of Completion), and Maximum Time Frame (150%) standards that are defined below. All attempted course credits that apply to a student's program are considered when calculating SAP. This includes incomplete, withdrawn, repeated, failed, pass/fail, transferred, and developmental course credits. It also includes credits taken while attending the institution part-time and credits for which a student did not receive financial aid unless noted otherwise below.

SAP Standards: All students must meet all three of the standards that are used to measure a student's Satisfactory Academic Progress (SAP) towards the completion of an academic program. These standards are the same for both financial aid recipients as well as non-recipients and align to the academic standards of Rasmussen University. The three standards are as follows:

1. **GPA.** GPA is a qualitative measurement. Rasmussen University 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 (CGPA) of 3.00.
2. **Pace/Cumulative Completion Rate (CCR).** CCR is a quantitative measurement. 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.

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%

3. **Maximum Time Frame.** Maximum Time Frame is a quantitative measurement. 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).

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 unless a successful appeal is granted.

Credits and grades considered in determining Satisfactory Academic Progress

All credits earned and attempted remain on the student's transcript and will be applied to the program if the credits are considered part of the program. At the time of a SAP assessment, all credits attempted that are applicable to the student's program are considered when determining all three SAP standards. Every time a student is enrolled in a course past the course drop policy deadlines, the credits will count as attempted. For definition of grades see the Grade Scales. In instances where course expiration policies apply, the credits are no longer applicable to that program and they will not be utilized in determining the student's SAP standing. See Course Expiration policies for core courses in the School of Nursing, School of Technology, School of Design, and the School of Health Sciences.

Note the following:

- Incomplete grade credits (I) *will* count toward total credits attempted for the Cumulative Completion Rate, *will not* be considered earned credits, and *will not* be included in the GPA calculation until a final grade is posted. See Incomplete Grade Policy.
- Withdrawals (W/WD/WX/UXD), *will* count toward total credits attempted for the Cumulative Completion Rate, *will not* be considered earned credits, and *will not* be included in the GPA calculation. See Course Withdrawal and Leave Policies.
- Withdrawals (WL), *will not* count toward total credits attempted for the Cumulative Completion Rate, *will not* be considered earned credits, and *will not* be included in the GPA calculation. See Leave policies.
- Failing (F/FD) grades *will* count toward total credits attempted for the Cumulative Completion Rate, *will not* be considered earned credits, and *will* be included in the GPA calculation.
- Repeated course credits, along with the credits from prior attempts, *will* count toward total credits attempted for the Cumulative Completion Rate. 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. See Repeating Courses Policies.
- Pass/Fail (S/SX/U/UX/UD) credits *will* count toward both total credits attempted and earned (if passed) for the Cumulative Completion Rate, but *will not* count in the GPA calculation.

- Transfer credits (TR/PT/CW/TO) accepted by the University *will* count towards both credits attempted and earned in the Cumulative Completion Rate, and *will not* count in the GPA calculation. In the case of a course-to-course credit transfer, an “F/FA/FD” grade will be replaced by a “TR” and the student’s GPA will be recalculated to reflect the transfer of credit grade. See Transfer of Credit Policies.
- Program Transfer. Only credits counting toward a student’s program of enrollment will be used for the calculation of all SAP standards. See Program Transfer and Course Expiration Policies.
- Developmental Course credits (SX/UX) *will* count toward both total credits attempted and earned (if passed) for the Cumulative Completion Rate and Maximum Time Frame but *will not* be included in the GPA calculation. See Developmental Education Policy.
- Audit grades (Audit) *will not* be utilized in any SAP calculation. See Auditing a Course Policy.
- Withdrawal (PD), a grade used to identify a course withdrawal due to the 2020 Pandemic, will not count toward total credits attempted for the Cumulative Completion Rate, will not be considered earned credits, and will not be included in the GPA calculation.

Financial Aid Warning: If a student’s CGPA falls below 2.00 or 3.0 for graduate students, or if Pace/CCR standards are not met, the student will be placed on Financial Aid Warning for the subsequent quarter/term/session. A student is eligible for financial aid during the Financial Aid Warning period. A student who fails to meet any one of the standards of SAP at the end of the Financial Aid Warning period is not eligible for financial aid, but is allowed to attend one subsequent quarter/term/session.

Financial Aid Probation: If a student fails to make Satisfactory Academic Progress at the end of their Warning period, but submits a Financial Aid Appeal that is approved and has his/her eligibility for aid reinstated, he/she will be placed on Financial Aid Probation for the subsequent quarter/term/session. 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 the conditions specified in his/her academic plan or the minimum SAP requirements to be eligible for further financial aid funding. A student who fails to meet the minimum SAP requirements or the conditions specified in his/her academic plan at the end of the Financial Aid Probation period is not eligible for financial aid.

Students must regain Satisfactory Academic Progress within two quarter/term/sessions or they will be terminated from the University and a “SAP Dismissed” status will be applied. The decision to terminate may be appealed through the Academic Review Committee process.

Financial Aid Appeal: A student may submit an appeal to have his/her access to financial aid reinstated based on mitigating circumstances that prevented the

student from making satisfactory academic progress. Mitigating circumstances may include death of a relative, an injury or illness of the student, or other special circumstances. The appeal must be in writing and describe the mitigating circumstances that prevented the student from making SAP as well as what has changed in the student’s situation that will allow them to demonstrate satisfactory academic progress at the next evaluation.

Each student with an approved appeal will be placed on Financial Aid Probation. Each student placed on Financial Aid Probation must have an academic plan in place that, if followed, ensures they will be able to meet satisfactory academic progress by a specific point in time, typically the next evaluation period. The academic plan should include GPA and/or Pace/CCR requirements, depending upon the deficiency. It may also include additional requirements, such as a limit on the number of credits enrolled, consultation with an Advisor, or other items to help define and assist in the student’s progress.

Appeals will not be approved for students who cannot meet all SAP standards by the end of the Financial Aid Probation period unless the academic plan that is developed specifically accounts for the variance. The ruling of the Compliance Director and General Counsel is final and cannot be appealed. A student who chooses not to appeal or has an appeal denied will be allowed to attend for one quarter/term/session following the one quarter/term/session of Financial Aid Warning, but will not have access to Financial Aid.

Appeal Process: The appeal is sent via the student’s Advisor or Dean to the Campus Academic Review Committee, who will determine whether mitigating circumstances exist and make a recommendation regarding the appeal. The Campus Academic Review Committee will forward the appeal request and a recommendation to the Compliance Director and General Counsel who will make the final determination. Appeals will be reviewed and have a determination made within 10 business days of receipt by the Compliance Director and General Counsel. Students will be notified in writing regarding the outcome of the appeal.

Reentering Students: Students who withdraw from the University and later reenter are treated as continuing students for the purpose of determining Satisfactory Academic Progress 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 credits that are part of the student’s new program; standard CCR requirements will be followed from the reentry point and for each quarter/term/session thereafter. If other credits have been taken at another institution and can be transferred in, the credits will be included in SAP calculations as described elsewhere in this section. A student terminated due to SAP may not reenter the University unless he/she has completed coursework elsewhere that is acceptable for transfer into the University and will bring the student back into good standing. See Reenter Policies for more information.



ACADEMIC INFORMATION AND UNIVERSITY POLICIES

Health Sciences Externships, Practicums, and Clinicals

Externships, practicums, and clinicals for Health Sciences programs are to be conducted in University-approved locations. Each practicum site will be established utilizing an agreement to determine the responsibilities of the practicum partner, Rasmussen University, 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 in Health Sciences programs have attendance expectations that differ from the general Rasmussen University 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 their 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 administratively withdrawn from the program and forfeit any accumulated hours.

Attendance

A basic requirement for employment in any organization is regular, on-time attendance. Rasmussen University 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 University students are expected to call the University and to indicate whether they will be absent or tardy. It is the student's responsibility to contact the instructor to get missed information, class work, and assignments.

Faculty are required to keep accurate attendance records that are submitted to the student's record. Rasmussen University 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.

A. Traditional Course Attendance Requirements

Attendance requirements in traditional courses 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.

1. First-Week Attendance

Students are expected to meet attendance requirements in their courses on or before the sixth business day of the start of a quarter/term/session. Students who have not met the attendance requirement in at least one scheduled University course within six business days of the start of a term may be administratively withdrawn from the University.

2. Course Attendance

a. If a student has not attended 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 attended any courses within 14 days of their last day of attendance, he or she may be administratively withdrawn from the University. Upon withdrawal, a student's financial aid eligibility will be adjusted according to the Institution's refund policy as described in the University Catalog and will be assigned grades according to the Rasmussen University Course Drop Policy.

b. Rasmussen University uses a standard grading scale for its courses (although some programs may be required to follow additional standards).

c. 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.

B. Competency-Based Course Attendance Requirements

Attendance requirements for programs delivered exclusively as competency-based courses are met by (a) completing and submitting identified activities or deliverables within the competency-based course, and (b) substantive academic engagement, including completing the course Learning Plan, quizzes, or diagnostic assessments. Students enrolled in Flex Choice® CBE six-month or three-month term programs must complete the Learning Plan in each course in order to gain access to the course content.

1. First-Week Attendance

Students are expected to meet attendance requirements in at least one course on or before the sixth business day after the start of the six-month or three-month term. Completion and submission of the Learning Plan will be required to fulfill the first week attendance requirement in a competency-based course and gain access to the content of the course

2. Course Attendance

a. 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 University. Upon withdrawal, a student's financial aid eligibility will be adjusted according to the Institution's refund policy as described in the University Catalog and will be assigned grades according to the Rasmussen University Course Drop Policy.

b. Students enrolled in Flex Choice® CBE six-month or three-month term programs must complete the Learning Plan in each course in order to gain access to the course content

c. Student grades will be impacted by the completion of deliverables.

d. Students have until the final day of the quarter/term/session to complete the competency-based course(s).

e. Competency-based course scores will be converted to letter grades following the Competency-Based Education Course Grade Conversion Scale and will appear on the student's transcript.

f. Upon successful completion of a competency-based course, the attendance requirements have been met and Rasmussen University will post the final letter

grade to the student's record.

g. 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.

Academic Integrity Policy

I. Introduction: As an institution of higher learning, Rasmussen University is dedicated to global enrichment and meeting the evolving needs of our diverse communities. In pursuit of this commitment, students of Rasmussen University 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 University'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 University 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 University reserves the right to dismiss a student from the University for academic misconduct;

students who are dismissed from the University because of academic misconduct may not reenroll. Students who commit Academic Misconduct also run the risk of harming future educational and employment opportunities.

IV. **Competency-Based Education (CBE) Violations:** Students who violate the Academic Integrity Policy (commit academic misconduct) in a Competency-Based Education (CBE) course which allows multiple submissions may result in failing their first submission attempt. Subsequent deliverable attempts may be allowed pending consideration of past disciplinary record, the severity of the violation, and the impact upon the academic community.

V. **PLA Violations:** Students who violate the Academic Integrity Policy (commit academic misconduct) in Credit by Assessment options, credit by examination (TO), or other Prior Learning Assessment options automatically fail the assessment without retake opportunity of the

assessment in which the violation occurred or its equivalent.

VI. **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.

Consortium Agreement

Rasmussen University has signed consortium agreements among all Rasmussen University 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.



TRANSFER OF CREDIT POLICIES

General Transfer of Credit

- Rasmussen University reserves the right to accept or deny transfer of credit based on the guidelines below.
- Students who wish to transfer credits to Rasmussen University must first apply for admission to the University.
- Students must request that official transcripts containing coursework for review either be emailed directly to Transcripts@Rasmussen.edu or mailed directly to Rasmussen University Attn: Transcript Department 8300 Norman Center Drive Suite 300 Bloomington, MN 55437

It is the student's responsibility to ensure that all official transcripts have been received by Rasmussen University.

- 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 University courses.
- Students in bachelor-completer programs excluding Health Information Management will be withdrawn from the University if official transcripts are not received by the Friday of the 13th 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 prerequisite or co-requisite through the use of an unofficial transcript will be rescinded if an official transcript is not received by Rasmussen University 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 U.S. Department of Education and the Council on Higher Education Accreditation (CHEA), or recognized by the American Council on Education, will be considered for university transfer.
- Students must complete 33% of their program requirements at Rasmussen University, and no more than 67% may be completed via transfer credits, course waivers, and credit by examination, or other means, except as noted below.
 - 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 University, 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 Healthcare / Health Sciences Associate's Degree – Medical Assisting Specialization. Physical Therapist Assistant students accepted through the METC Block Transfer policy must complete at least 25% of their program requirements at Rasmussen University.
 - Students in the Practical Nursing Diploma program must complete at least 75% of their program requirements at Rasmussen University, and no more than 25% may be completed via transfer credits, course waivers, credit by examination, credit by assessment, or other means.
 - Students in the Professional Nursing Associate's Degree program must complete at least 44% of their program requirements at Rasmussen University, and no more than 56% may be completed via transfer credits, course waivers, credit by examination, credit by assessment, or other means.
 - Students in the Nursing Bachelor's Degree program must complete at least 25% of their program requirements at Rasmussen University, and no more than 75% may be completed via transfer credits, course waivers, credit by examination, credit by assessment, or other means.
- Rasmussen University awards quarter credits. In considering transfer courses, 1 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) to ensure the student's credit transfer is equivalent to Rasmussen course content. The evaluation is the student's responsibility. Transcripts from institutions located in U.S. Territories and Commonwealths that are accredited by an accreditor recognized by the U.S. Department of Education require a NACES evaluation only when the transcript is not written in the English language.

- Transfer credit is evaluated based on the program in which the student is applying for or is currently enrolled in.
- Credits earned at Rasmussen University will be transferred directly from one Rasmussen University campus to another. Only the courses that are applicable to the current program will be posted or calculated.
- See the Satisfactory Academic Progress Policy to understand how transferred credits from institutions other than Rasmussen University and prior learning assessments including test-outs, credit by assessment, and course waivers impact Cumulative GPA and other Satisfactory Academic Progress standards in the student's program of enrollment and progress toward program completion.
- Courses that have been accepted for transfer will be listed on the student's transcript with a Transfer (TR) designation. Transfer credits that have been conditionally accepted pending the receipt of an official transcript will be listed with a Pending Transfer (PT) designation. Any Pending Transfer (PT) credits still remaining at the end of the student's program when all other course requirements have been successfully completed will either be removed and the student will be required to complete the program requirements in order to graduate, or the student's status will be (non-graduate) Complete.
- Courses for which a student has received credit by examination or credit by assessment 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:
 - The student completes an appeal form. Supplemental information such as a syllabus, course description, or text may be required.
 - The information will be reviewed by the Director, Central Student Operations-Transfer.
 - The student will be notified 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 University course.
- Only courses completed with a grade of "C" or higher or a grade of Pass (in a Pass/Fail grading system) or Satisfactory (in a Satisfactory/Unsatisfactory grading system) that can be verified as equivalent to a grade of "C" or higher will be eligible for transfer credit.
- See the Satisfactory Academic Progress Policy to understand how transferred credits from institutions other than Rasmussen University and prior learning assessments including test-outs, credit by assessment, and course waivers impact Cumulative GPA and other Satisfactory Academic Progress standards in the student's program of enrollment and progress toward program completion.
- General Education credits may be considered for transfer regardless of completion date.
- Credits in Core Courses in the School of Technology must have been earned within the previous three (3) years of the assessment date. Prefixes included: CDA, CEN, CET, CGS, CIS, CNT, COP, CTS, ISM, and QMB. This excludes CGS1240 Computer Applications and Business Systems Concepts and CTS2511 Excel, which do not have expirations.
- Credits in Core Courses in the School of Design must have been earned within the previous five (5) years of the assessment date. Prefixes include: ADV, DIG, GRA, and PGY. This excludes ART1200C Sketching for Designers, which does not have an expiration.
- Nursing Programs will not accept any core course transfers. Prefixes include NGR, NUR, and PRN.
- Credits in Core Courses in the School of Health Sciences must have been earned within the previous five (5) years of the assessment date. Prefixes included: HIM, HSA, HSC, MEA, and PTN. This excludes HSC1531 Medical Terminology, which does not have an expiration.
- 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 2900 Radiography Technology Capstone.
- Courses within the Medical Assisting, Medical Laboratory Technician, Surgical Technologist, Radiographic Technology, and Physical Therapist Assistant programs with course prefixes of MEA, MLT, PHT, RTE, 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, PHT, RTE, 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 and MLT 1325 courses can be fulfilled by challenge exam or external transfer credit and have a five-year time limit.
- Transfer of credit for Medical Laboratory Technician, Radiologic Technology, and Surgical Technologist core courses (MLT, RTE, and STS prefixes) have a two-year time limit from time of course completion. Students who have completed similar coursework that exceeds the two-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 five-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.
- Law Enforcement Transfer: For students in Minnesota (MN) who enroll in the Law Enforcement Associate's Degree, Law Enforcement Academic Certificate, or Law Enforcement Skills Certificate, transfer credits for law enforcement specific classes (CCJ,

CJE, CJK, CJL prefixes) can only be accepted if the incoming course is from a regionally accredited institution that is MN POST Board approved.

Graduates of a regionally accredited, Minnesota POST Board approved Law Enforcement Skills Certificate program may be eligible for a block transfer of up to 22 credits to be applied toward the law enforcement skills-specific courses in the Law Enforcement Associate's Degree program at Rasmussen University. The Law Enforcement Capstone course must be completed at Rasmussen University. Total transferred credits cannot exceed the 67% transfer credit limit. Students must submit an official transcript at the time of application to be accepted into the Law Enforcement Associate's Degree and to have the transfer credits posted to their academic record.

- If a required course was previously attempted and failed at Rasmussen University, the transfer grade will replace the grade earned at Rasmussen University when an official transcript is provided, and the attempted credits will continue to apply for the purpose of determining Satisfactory Academic Performance. When an elective General Education course was attempted at Rasmussen University, the transfer grade will fulfill the course requirement, and the attempted credits and grade earned at Rasmussen University will apply for the purpose of determining Satisfactory Academic Performance.

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. The transfer credits will be removed from the Rasmussen University 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. The U.S. Department of Veteran's Affairs (VA) does not allow students using VA education benefits to decline transfer of credit. Students using VA educational benefits must therefore submit all previously completed college-level coursework for transfer evaluation, and all credits deemed eligible for transfer must be accepted.

Transfer of Credit for Non-Nursing Master's Degree Students

Non-nursing master's-level students must complete at least 80% of their program requirements at Rasmussen University, and no more than 20% may be completed via transfer credits. Students may request transfer of 5000- or 6000-level coursework previously completed at another institution with a grade of C or higher. Each transferring course must closely align to the course objectives and expected outcomes of the course it is replacing. Transferred credits count toward Cumulative Completion Rate and will appear on the student's transcript.

Credit by Assessment Transfer

- Credit for successfully completed Credit by Assessment options at Rasmussen University will appear as a credit by examination (TO) grade on a transcript. Credits Awarded through credit by assessment options (TO) may not be transferable to another institution.
- The decision to accept transfer credits is always at the discretion of the receiving institution.
- Credits earned through a Credit by Assessment options will count toward earned credits and count toward the transfer maximum.

See Flex Choice Credit by Assessment Options section for additional guidance and fee information.

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 University.

- All required General Education courses must be met due to accreditation requirements.
- For those students without an earned degree, successfully completed General Education credits will be applied.

Military Block Transfer for Medical Assisting Diploma and Healthcare/Health Sciences 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 may be eligible for:

- 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-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.

- 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.

Students who have completed the Combat Medic training program through a United States Army as recorded on either a Joint Services Transcript (JST) or an ACE military transcript from the American Council for Education (ACE) transcript.

- 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.
- 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.

ACADEMIC INFORMATION AND UNIVERSITY POLICIES

Physical Therapist Assistant Associate's Degree METC Block Transfer

Students who have completed a Medical Education and Training Campus (METC) Physical Therapy Program through a branch of the United States Armed Forces within the past 5 years as recorded on either a Joint Services Transcript (JST) or an American Council for Education (ACE) Military transcript may be eligible for a block transfer of 63 credits when enrolling into the Physical Therapist Assistant Associate's program. Physical Therapist Assistant students accepted through the METC Block Transfer policy must complete at least 25% of their program requirements at Rasmussen University.

Requirements for Military Block Transfer to be Awarded:

1. Completion of METC Physical Therapy Program evidenced by official transcripts. If the METC Physical Therapy Program was completed over five years ago, the student must have work experience in a Physical Therapist Assistant, Aide, or Technician role within the last five years. A letter of verification is required as evidence of this work experience and must be approved by the Program Director.
2. Minimum of 3 months full time experience in a healthcare setting during active duty, preferably in a physical therapy setting. A letter of verification is required as evidence of this experience and must be approved by the Program Director.
3. Completion of the 0-credit self-paced PHT 099 Physical Therapist Assistant METC Seminar.
4. Completion of programmatic acceptance requirements: application, background screening, programmatic interview (completion of Program Handbook acknowledgement); students transferring 63 or more credits are exempt from the TEAS exam.

The block transfer includes: BSC 2346 Human Anatomy and Physiology I, BSC 2347 Human Anatomy and Physiology II, HSC 1531 Medical Terminology, PHT 1000 Physical Therapist Assistant Fundamentals, PHT 1100 Introduction to Evidence-Based Practice and Therapeutic Interventions, PHT 1200 Principles of Musculoskeletal Physical Therapy-Lower Quarter, PHT 1300 Principles of Musculoskeletal Physical Therapy-Upper Quarter, PHT 2000 Principles of Neuromuscular Physical Therapy, PHT 2500 PTA Clinical I, PHT 2700 PTA Clinical II, and PSY 1012 General Psychology.

Healthcare and Health Sciences Associate's Degrees METC Block Transfer

Students who have completed a Medical Education and Training Campus (METC) program through a branch of the United States Armed Forces as recorded on either a Joint Services Transcript (JST) or an American Council for Education (ACE) Military transcript may be eligible for a block transfer of 55 credits when enrolling into the Healthcare Associate's Degree – Healthcare Administration Specialization (Health Sciences Associate's Degree – Healthcare Specialization in Illinois). When applying this policy, the maximum transfer limit is 67%.

A block transfer of 55 credits may be awarded when program of instruction is accredited or certified by a professional practice programmatic accrediting agency that is recognized by the University at the time of enrollment and transfer credit is reviewed. The list of approved agencies is available upon request through the Rasmussen Transfer Assessment team. This 55-credit block transfer is comprised of the Healthcare Certificate program (38 credits), HSA 2117 US Healthcare Systems (4 credits), MEA 2203 Pathophysiology (4 credits), one General Education Communication elective (4 credits), and one General Education Humanities elective (4 credits).

Healthcare / Health Sciences Associate's Degree – Healthcare Specialization (Healthcare Administration Specialization in IL) Block Transfer

Students who have completed a healthcare-related certificate or diploma program that was earned at an accredited institution of higher learning as recognized by the U.S. Department of Education or certified by a professional practice programmatic accrediting agency recognized by the U.S. Department of Education or Council for Higher Education accreditation at the time the program was completed may be eligible for a block transfer of 47 credits when enrolling into the Healthcare Associate's Degree – Healthcare Administration Specialization (or, in Illinois, the Health Sciences Associate's Degree – Healthcare Specialization). When applying this policy, the maximum transfer limit is 67%.

This 47-credit block transfer is comprised of the Healthcare Certificate program (38 credits), HSA2117 US Healthcare Systems (4 credits) and MEA2203 Pathophysiology (5 credits).

Healthcare / Health Sciences Associate's Degree – Medical Administrative Assistant Specialization Completer Block Transfer

1. Students who have completed a Medical Administration Certificate or Diploma program that was accredited by an accrediting agency recognized by the United States Department of Education or Council for Higher Education Accreditation at the time the program was completed may be eligible for a block transfer of 32 credits when enrolling into the Medical Administrative Assistant Specialization of the Healthcare / Health Sciences Associate's Degree program. The block transfer includes all Certificate-level courses except COM 1002 Introduction to Communication and E242 Career Development. Students will need to complete 44 General Education credits, 15 core credits, and E242 Career Development, unless transferred on a course-by-course basis. When applying this policy, the transfer maximum is 67% and the student is not eligible to earn the Medical Administrative Assistant Certificate.

2. Only for Rasmussen University graduates of the Medical Administration Diploma may receive a block transfer of 55 credits may be allowed into the Medical Administrative Assistant Specialization of the Healthcare / Health Sciences Associate's Degree programs for Rasmussen University graduates of the Medical Administration Diploma program. Students will earn a block transfer of 38 credits to apply toward the Medical Administrative Assistant Certificate and 17 credits that include a block transfer of HSA 2117 US Healthcare Systems, MEA 2203 Pathophysiology, 4 credits of Humanities, and 4 credits of Math / Natural Science. When applying this policy, the transfer maximum is 67% and student is not eligible to earn the Medical Administrative Assistant Certificate.

Healthcare / Health Science Associate's Degree – Medical Assisting Specialization Completer Block Transfer

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 university transfer.

Rasmussen University 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%.

Healthcare / Health Sciences Associate's Degree – Pharmacy Technician Specialization Completer Block Transfer

A block transfer of 32 core credits may be allowed into the Pharmacy Technician Specialization of the Healthcare / Health Science Associate's Degree program if one of the following criteria is met by the student:

1. Graduated from a Pharmacy Technician certificate or diploma program that was accredited by an accrediting agency recognized by the United States Department of Education or Council for Higher Education Accreditation at the time the program was completed, or
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).

The block transfer includes all Certificate-level courses except COM 1002 Introduction to Communication and E242 Career Development. Students will need to complete 44 General Education credits, 15 core credits, and E242 Career Development, unless transferred on a course-by-course basis. When applying this policy, the transfer maximum is 67% and the student is not eligible to earn the Pharmacy Technician Certificate.

Health Information Technician Associate's Degree Completer Block Transfer

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 University Medical Billing and Coding Certificate or Diploma program within the past five 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) that was earned within the past five 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%.

Bachelor-Completer Programs Block Transfer

The following transfer policies apply:

- Students who have a conferred Associate's degree from an institution accredited by the U.S. Department of Education may receive 90 or 91 lower-level transfer credits according to their program's acceptance requirements as stated on the catalog program page. These students will begin their program with junior status.
- 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 courses from university (universities) that are accredited by an agency recognized by the U.S. Department of Education, will receive 60 quarter credits of transfer to Rasmussen University, or the actual credits successfully completed, whichever is higher.
- Students enrolling into a program that requires additional lower-level coursework will have their Block Transfer adjusted to reflect the additional coursework required.

Bachelor of Science in Nursing – RN to BSN Entrance Option Articulation

Applicants to the RN to BSN entrance option 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 102 credits toward this program. An additional eight lower-level General Education elective credits may be awarded for additional coursework completed in addition to the conferred Associate's Degree in Nursing. Students who are not awarded transfer credit for all 110 lower-level credits will be required to complete Credit by Assessment options from a designated course pool during the first 18 months of enrollment.

Applicants without an associate's degree in nursing are required to have previously completed all of the General Education course requirements that align to the Professional Nursing Associate's Degree program. Applicants who have not completed all of these requirements are not eligible to enroll in this program.

- Upper-division core classes are not transferable.
- Upper-division General Education coursework is transferable and follows the standard course-by-course Transfer Policy.
- The maximum percentage of credits that may be transferred into the program is 75%.

Bachelor of Science in Nursing – Standard Entrance and Second Degree Accelerated BSN (A-BSN) Entrance Options Eligibility and Transfer of Credit Policy

This 180-credit degree consists of 106 core Nursing credits and 74 General Education credits. Only General Education courses can be fulfilled with transfer credit. General Education course requirements include four lab-based science courses: Human Anatomy and Physiology I, Human Anatomy and Physiology II, General Chemistry and General Microbiology. All General Education course requirements 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 52 General Education credits will be awarded upon submission of official transcript. In addition, 22 General Education credits may be awarded based upon previous completion of the three required lab-based science courses:

- When student enrolls with all four lab-based science courses and Human Nutrition completed, a block of 52 General Education credits will be awarded, and 22 General Education credits for the five required General Education courses will be separately awarded, leaving 106 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 52 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 university, have taken university 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 (Challenge Exams or Test-Outs)

Students may receive credit for a Rasmussen University 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 University.

- Enrolled students may request credit by examination for courses if an exam has been developed.
- 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 and excluding CL grade, no credit by examination attempt will be allowed.
- If a student does not pass a Credit by Examination attempt, the option to attempt the faculty-led course remains.
- Prepayment of a non-refundable and non-transferable 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 as instructions to enroll and pay the credit by examination fee.
- Credits awarded through credit by examination (TO) may not be transferable to another institution.
- Credit by examination options are not available to students who are enrolled in Flex Choice® CBE six-month term programs.

Course Waivers

A Rasmussen University approved course waiver requires an external learning experience to meet at least 80% of the course objectives/competencies of the Rasmussen University 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 Lean Six Sigma or 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).
- Students presenting evidence of the Lean Six Sigma-White Belt will be awarded credit as Course Waiver (CW) for the ISM 3015 Management of Information Systems course requirement.
- 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

ACADEMIC INFORMATION AND UNIVERSITY POLICIES

Course waiver will be considered for students who have selected Microsoft Office Specialist® (MOS) certifications from Microsoft®. Students presenting evidence of any of the following MOS credentials will be awarded Course Waiver (CW) credit for the Excel® course:

1. Microsoft Office 2013 Specialist or Expert for Excel
2. Microsoft Office 2013 Specialist Master
3. Microsoft Office 2016 Specialist or Expert for Excel
4. Microsoft Office 2016 Specialist Master®

Course waiver will be considered for students who have select Project Management certifications from the Project Management Institute. Students presenting evidence of certification by the Project Management Institute for the distinction of Project Management Professional Certification or Certified Associates in Project Management will be awarded Course Waiver (CW) credit for the Business Project Management course.

School of Design Waivers

- Course waivers will be considered for students who have select professional certifications from Autodesk and Adobe.
- 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).

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 University will waive the course requirements and the grades will be posted on the student transcript as a Course Waiver (CW). The accepted credentials and courses eligible for waiver under this policy are explained below:

1. Students enrolled in an Early Childhood Education Certificate, Diploma, or Associate's Degree who hold any of the following credentials may receive 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 (ECPD) 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 receive 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.
- 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.

3. Students enrolled in the Early Childhood Education Leadership bachelor-completer degree who hold a current AIM4Excellence Director Credential may receive waivers equal to 12 quarter credits from the following courses: Organizational Management in Early Childhood Education; Supporting Professional Practices in Early Childhood Education; and Ethics and Leadership in Early Childhood Education.

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).

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).

Phlebotomy Waiver for Medical Laboratory Technician Students

Students who enroll in the Medical Laboratory Technician Associate's Degree program and have a Phlebotomy Technician (PBT) certification from the American Society of Clinical Pathology (ASCP), Certified Phlebotomy Technician (CPT) from the National Healthcare Association (NHA) or the Registered Phlebotomy Technician (RPT) certification from American Medical Technologists (AMT) may receive a waiver from MLT 1325 Phlebotomy. The credential must be current at the time the student starts in the Medical Laboratory Technician program. The student's credential will be reviewed, and if the criteria are met, the Phlebotomy course requirement will be waived and the grade will be posted on the student's transcript as a Course Waiver (CW).

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).

- 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 or the Accelerated Bachelor of Science Degree program at campuses located in Florida, Kansas, Minnesota, North Dakota, or Wisconsin and have a practical nursing license (Licensed Practical Nurse (LPN) or Licensed Vocational Nurse (LVN)) that is current and unencumbered on the date their program starts at Rasmussen University, may receive a waiver from NUR1055 Introduction to Nursing, NUR2243 Professional Nursing Skills I and NUR2356 Multidimensional Care I. The student's license status, as recorded on the state's licensing website, will be reviewed and, if the criteria are met, Rasmussen University will waive the course requirements and the grades will be posted on the student transcript as a course waiver (CW).
- Students who enroll in the Professional Nursing Associate's Degree program at campuses located in Illinois and have a practical nursing license (Licensed Practical Nurse (LPN) or Licensed Vocational Nurse (LVN)) that is current and unencumbered on the date their program started at Rasmussen University 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 University will waive the course requirements and the grades will be posted on the student transcript as a course waiver (CW).
- Students who enroll in a Rasmussen Practical Nursing, Professional Nursing or Accelerated Bachelor of Science in 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 BMTC10IN, PRN1032 Client-Centered Care I, PRN1381 Principles of Pharmacology, and PHA1500 Structure and Function of the Human Body
- Army** – Medic Course Medic Program 68W or AR-0709-0065 V04 Health Care Specialist: PRN1381 Principles of Pharmacology and PHA1500 Structure and Function of the Human Body

- Navy and Marines** – Medic Course HM0000: PRN1032 Client-Centered Care I, PRN1381 Principles of Pharmacology, and PHA1500 Structure and Function of the Human Body

Professional Nursing Associate's and Accelerated Bachelor of Science in Nursing Degree Programs:

- Air Force** – Medic courses BMTC10IN, NURS101, and NURS201 or NUR1304, NUR1318 and NUR1319; NUR 1055 Introduction to Nursing and NUR 2180 Physical Assessment
- Army** – The Combat Medic Program or AR-0709-0065 V04 Health Care Specialist: NUR 2180 Physical Assessment
- Navy** – Medic courses BMTC10IN, NURS101, and NURS201: NUR1055 Introduction to Nursing and NUR 2180 Physical Assessment

School of Technology Waivers

- Course waivers will be considered for students who have select professional certifications from CISA, Cisco, CompTIA, C++ Institute, (ISC)², ITIL, Lean Six Sigma, Microsoft, MCSA, PMI, 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).

University Equivalency Credit

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

- Advanced Placement (AP) examinations administered by the University 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 University 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 University Exams. Passing scores are determined by the individual test requirements.
- Other types of university equivalency courses and/or examinations may be evaluated for eligibility by the Central Transfer Department.

Military Experience Equivalency Credit

University credit for military service may be awarded upon review of a military transcript. Rasmussen University 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 (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 Universities

Rasmussen University does not imply or guarantee that credits completed at Rasmussen University will be accepted or transferable to any other college, university, or institution. Graduates or students who would like to transfer credits earned at Rasmussen University to another school should understand that the decision to accept transfer credits is always at the discretion of the receiving institution.

Transcripts

Official transcripts and diplomas will not be released if you have an outstanding financial obligation to Rasmussen University. Current and former students who require an official transcript must order them through National Student Clearinghouse, a secure 24/7 online order system at www.getmytranscript.com. Once a request is submitted through the National Student Clearinghouse website, the transcript requests are processed within five to seven business days. Students may request that their transcripts be sent electronically to the recipient or they may be delivered by first class mail. Mailed transcripts are sent standard first class postage and may take up to 10 days to be delivered by the postal service.

Official transcripts will not be released if you have an outstanding financial obligation to Rasmussen University. If you are ordering an official transcript and you have an outstanding debt to Rasmussen University, your fee will be processed and an unofficial transcript will be sent. Former students should contact a Collections Officer at 844-558-1160 to resolve any outstanding balance. Active students should work with their advisor.

Current and former students who do not owe a financial balance to the University may access and download an unofficial transcript through the Student Portal at no charge as long as their account remains active.

Rasmussen University reserves the right to withhold official academic transcripts and Diplomas from students under certain circumstances such as having an outstanding financial obligation to the University.

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). Courses listed as required within a program must be fulfilled either via the traditional faculty-led course, or its specified Credit by Assessment option.

Course Equivalent	Credit by Assessment Option	Credit by Assessment Description	Test-Out (TO) Credits
Computer Applications and Business Systems Concepts	Computer and Microsoft Productivity	See CGS 1240 Computer Applications and Business Systems Concepts course description	3
Career Development	Virtual Career Center	See E242 Career Development course description	2
Customer Service	Customer Loyalty and Retention	See MNA 1161 Customer Service course description	4
Foundations of Child Development	Foundations of Child Development	See EEC 1700 Foundations of Child Development course description	
Early Childhood Education Curriculum and Instruction	Foundations of Early Childhood Education	See EEC1700, EEC 1202 and EEC 1735 course descriptions	12
Health, Safety and Nutrition/CDA Application	Health, Safety and Nutrition/CDA Application	See EEC 1735 Health, Safety and Nutrition/CDA Application course description	
Cisco Network Routing and Switching	Cisco Network Routing and Switching	See CET 2522C Cisco Network Routing and Switching course description	3
Introduction to HTML	Introduction to HTML	See CGS 1820C Introduction to HTML course description	3
Hardware and Software I	Hardware and Software I	See CIS 1538C Hardware and Software I course description	4
Hardware and Software II	Hardware and Software II	See CIS 1648C Hardware and Software II course description	4
Windows Directory Services	Windows Directory Services	See CIS 2647C Windows Directory Services course description	4
Introduction to Networks	Introduction to Networks	See CNT 1244C Introduction to Networks course description	3
C++ Programming	C++ Programming	See COP 1350C C++ Programming course description	4
Database Fundamentals for Programmers	Database Fundamentals for Programmers	See COP 1532C Database Fundamentals for Programmers course description	3
Java Programming	Java Programming	See COP 2268C Java Programming course description	3
Managing Information Security	Managing Information Security	See ISM 2321 Managing Information Security course description	3
Fundamentals of Data Analytics	Fundamentals of Data Analytics	See QMB 1000C Fundamentals of Data Analytics course description	3
Software Design Using C#	Software Design Using C#	See QMB 1100C Software Design Using C# course description	3

The decision to accept transfer credits is always at the discretion of the receiving institution.

Course Equivalent	Credit by Assessment Option	Credit by Assessment Description	Test-Out (TO) Credits
-------------------	-----------------------------	----------------------------------	-----------------------

LOWER DIVISION - GENERAL EDUCATION

Communication	Introduction to Communication	See COM 1002 Introduction to Communication course description	4
Communication	Communicating in Your Profession	See COM 1388 Communicating in Your Profession course description	4
English Composition	English Composition	See ENC 1101 English Composition course description	4
Humanities	Art Appreciation	See ART 1204 Art Appreciation course description	4
Humanities	Humanities	See HUM 2023 Humanities course description	4
Humanities	Ethics Around the Globe	See PHI 1520 Ethics Around the Globe course description	4
Humanities	Introduction to Critical Thinking	See PHI 2103 Introduction to Critical Thinking course description	4
Math	Algebra	See MAT 1222 Algebra course description	4
Communication Natural Sciences	Structure and Function of the Human Body	See PHA 1500 Structure and Function of the Human Body course description	4
Social Sciences	Principles of Economics	See ECO 1000 Principles of Economics course description	4
Social Sciences	General Psychology	See PSY 1012 General Psychology course description	4
Social Sciences	Multiculturalism and Diversity	See SSE 1250 Multiculturalism and Diversity course description	4
Essential Statistics and Analytics	Essential Statistics and Analytics	See STA 1625 Essential Statistics and Analytics course description	4

UPPER DIVISION - GENERAL EDUCATION

Communications	Visual Communication in the Media	See MMC 3407 Visual Communication in the Media course description	4
Humanities	Art in the World and the Workplace	See ART 3477 Art in the World and the Workplace course description	4
Humanities	Understanding Ourselves Through Physics	See PHY 4060 Understanding Ourselves Through Physics course description	4
Math	The Mathematics of Games	See MAT 3172 The Mathematics of Games course description	4
Social Sciences	Sociology in a Digital World	See SYG 4119 Sociology in a Digital World course description	4
Social Sciences	The Psychology of Social Media	See PSY 3738 The Psychology of Social Media course description	4

The decision to accept transfer credits is always at the discretion of the receiving institution.

UNIVERSITY POLICIES

Academic Appeals and Grievance Policy

Rasmussen University broadly recognizes the rights of students and others who have dealings with the University to present a complaint through the impartial procedures of a grievance or academic appeal. We recommended that students follow the Academic Appeal Procedure when appealing a final grade or an academic policy; however, in some cases, academic appeals are escalated to or start from a grievance, and in some cases, students pursue both avenues. For any situation involving sexual misconduct or gender-based discrimination, please reference the Title IX and Policy Against Sexual Misconduct section of the catalog.

For purposes of this policy, the following terms are defined: "complainant" is the aggrieved person or entity that has dealings with the University; "grievance" is an expressed feeling of dissatisfaction held by a complainant regarding an action taken by the University or by members of the University community; "student" means a current student.

No retaliatory action may be made by the University or any of its representatives against those who file an academic appeal or grievance, participate in the resolution process, or are the subject of the matter. The University will investigate and attempt to resolve each academic appeal and grievance made under this policy, and associated allegations of retaliation.

A. Academic Appeal Procedure

The following procedure must be followed for a grade appeal or appeal regarding a program-specific academic policy:

1. For final grade appeals, 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 final grades have been posted to the student's record. Students wishing to submit an appeal related to a program specific academic policy must contact their Dean or Advisor to begin the process as outlined in number 2 below.
 - a. Please note the instructor's "@rasmussen.edu" email address can be found in the course syllabus and is different from "course mail."
 - b. 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).

- c. The instructor will consider the appeal and respond to the student via email within seven business days from the date the appeal was submitted.
2. For program-specific academic policy appeals or an appeal of the instructor's determination in A(1) of this policy; program-specific academic policy appeals must be submitted within 10 business days after grades have been posted to the student's record. If the student is unsatisfied with the instructor's decision from A(1) and desires to pursue the appeal further with the Dean, a formal appeal request may be initiated by contacting their Advisor or Dean.
 - a. An academic appeal form will be sent electronically to the student by their Advisor or Dean based on the student's request.
 - b. The form needs to be completed electronically within seven calendar days.
 - c. The 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.
3. If the student is unsatisfied with the Dean's decision and desires to pursue the appeal further, the student may appeal to the Academic Appeal Committee. All committee decisions are final. A formal appeal request may be initiated by contacting the Advisor or Dean.

- a. An academic appeal form will be sent electronically to the student by their Advisor or Dean based on the student's request.
- b. The form needs to be completed electronically within seven calendar days.

B. Grievance Procedure

The following grievance procedure should be followed by the complainant:

1. The complainant should first make a reasonable effort to resolve the grievance directly with the person or entity they feel caused their complaint (without placing themselves in harm).
2. If a grievance cannot be resolved by a complainant's initial reasonable effort, or if 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 10 business days of the grievance. The Campus Director will initiate an investigation within 10 business days of receiving the written grievance, and will then attempt to resolve the matter and will issue a decision to the complainant.
3. If a complainant desires to further appeal a decision, a written statement must be submitted to the Senior Vice President of External and University Relations 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 University.

Complainants and students may also contact the authorities listed in the State Contact Information for Student Complaints section of this catalog.

Academic Freedom and Responsibility Policy

Rasmussen University respects and upholds the principles of academic freedom for its faculty and staff, specifically those involving teaching and learning activities, scholarly endeavors, and shared governance, while upholding the Mission of the institution.

These freedoms include the following:

- The freedom to express beliefs, opinions, and ideas in the classroom related to the exploration of academic subjects in the interest of course learning outcomes.
- The freedom to share professional expertise and an authentic, real-world application of knowledge.
- The freedom to conduct research and engage in scholarship related to one's areas of interest.
- The freedom to choose professional affiliations and opportunities for professional development.
- The freedom to engage in shared governance opportunities at the University.

To attain these freedoms, the Rasmussen University faculty and staff accepts the following responsibilities:

- The responsibility to understand and apply sound practices of teaching and learning.
- The responsibility to maintain instructional quality, academic rigor, and academic and ethical standards appropriate to an institution of higher learning and integral to the professional preparation of students.
- The responsibility to respect the rights and opinions of others, especially students.
- The responsibility to appropriately represent the Rasmussen University community and to acknowledge that some beliefs are personal and may not reflect the views of the institution.

Accommodations Policy

The mission of Rasmussen University in disability services is to create an accessible university community where students with disabilities have an equal opportunity to participate fully in all aspects of the educational experience. Rasmussen University 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 University 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.

Accommodations Contacts

Campus or Area	Name	Title	Telephone	Email
Aurora/Naperville	Julie Lawrence	Academic Dean	815-534-3312	julie.lawrence@rasmussen.edu
Bachelor-completer Programs	Jamie Kahon	Academic Dean	715-841-8051	jamie.kahon@rasmussen.edu
Blaine	Tracy Tepley	Academic Dean	952-230-3023	tracy.tepley@rasmussen.edu
Brooklyn Park / Maple Grove	April Ray	Academic Dean	763-496-6019	april.ray@rasmussen.edu
Eagan	Andrew LaMere	Academic Dean	651-259-8127	andrew.lamere@rasmussen.edu
Bloomington	Tracy Tepley	Academic Dean	952-230-3023	tracy.tepley@rasmussen.edu
Fargo/Moorhead	Robert Neuteboom	Academic Dean	701-277-3889	robert.neuteboom@rasmussen.edu
Ft. Myers	Tracie Steed	Academic Dean	239-477-2133	tracie.steed@rasmussen.edu
Green Bay	Jenn Endries	Academic Dean	920-593-8411	jenn.endries@rasmussen.edu
Kansas – Overland Park / Topeka	Etta Steed	Academic Dean	913-491-7880	etta.steed@rasmussen.edu
Lake Elmo / Woodbury	Andrew LaMere	Academic Dean	651-259-8127	andrew.lamere@rasmussen.edu
Central Pasco	Brenda Garcia	Academic Dean	813-435-3613	brenda.garcia2@rasmussen.edu
Mankato	Donna Wenkel	Academic Dean	507-625-6556	donna.wenkel@rasmussen.edu
Mokena / Tinley Park	Julie Lawrence	Academic Dean	815-534-3312	julie.lawrence@rasmussen.edu
National Online	Donna Wenkel	Academic Dean	507-625-6556	donna.wenkel@rasmussen.edu
Ocala	Laurie Harmon	Academic Dean	352-291-8515	laurie.harmon@rasmussen.edu
Ocala South / Orlando	Laurie Harmon	Academic Dean	352-291-8215	laurie.harmon@rasmussen.edu
Romeoville/Joliet	Andy Binanti	Academic Dean	815-306-2628	andy.binanti@rasmussen.edu
Rockford	Caroline Gulbrandsen	Academic Dean	815-316-4800	caroline.gulbrandsen@rasmussen.edu
St. Cloud	Laurie Larson	Academic Dean	320-251-7509	laurie.larson@rasmussen.edu
Tampa/Brandon	Lynette Barcewicz	Academic Dean	813-246-7600	lynette.barcewicz@rasmussen.edu
Wausau	Jamie Kahon	Academic Dean	715-841-8051	jamie.kahon@rasmussen.edu

Accreditation and Licensing

A. Accreditation

Rasmussen University 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 Degree at Rasmussen University is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

The Master of Science in Nursing Degree program at Rasmussen University is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

The Health Information Management Bachelor's Degree program at Rasmussen University – 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
200 East Randolph Street, Suite 5100 Chicago, IL 60601
312-235-3255

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 at Rasmussen University – 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
200 East Randolph Street, Suite 5100 Chicago, IL 60601, 312-235-3255

The Medical Assisting Diploma program at the Aurora/Naperville, Rockford, and Romeoville/Joliet campuses in Illinois; the Fort Myers, Ocala, Central Pasco and Tampa/Brandon campuses in Florida; the 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, and Moorhead campuses is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

- National Accrediting Agency for Clinical Laboratory Sciences
5600 North River Road, Suite 720 Rosemont, IL 60018
Phone: 773-714-8880
Fax: 773-714-8888

Graduation from a Physical Therapist Assistant Education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100 Alexandria, VA 22305-3085; phone: 703-706-3245; accreditation@apta.org is necessary for eligibility to sit for the licensure examination, which is required in all states.

The Physical Therapist Assistant program at Rasmussen University – Brooklyn Park / Maple Grove is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100 Alexandria, VA 22305-3085; email: accreditation@apta.org; www.capteonline.org. If needing to contact the program/institution directly, please call 763-496-6022 or email Matthew.Vraa@rasmussen.edu.

The Physical Therapist Assistant Program at Rasmussen University – Central Pasco is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100 Alexandria, VA 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: http://capteonline.org. If needing to contact the program/institution directly, please call 813-435-3645 or email Tania. Tablinsky@rasmussen.edu.

Graduation from a Physical Therapist Assistant education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100 Alexandria, VA 22305-3085; phone: 703-706-3245; accreditation@apta.org is necessary for eligibility to sit for the licensure examination, which is required in all states.

Effective October 29, 2019, Rasmussen University – Ocala has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education 3030 Potomac Ave., Suite 100 Alexandria, VA 22305-3085; phone: 703-706-3245; email: accreditation@apta.org. If needing to contact the program/institution directly, please call 352-291-8512 or email Stella. Nemuseo@rasmussen.edu.

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.

The practical nursing program at Rasmussen University at the:

- Brooklyn Park/Maple Grove campus, located in Brooklyn Park, Minnesota, is accredited by the ACEN. The most recent accreditation decision made by the ACEN Board of Commissioners for this practical nursing program is Initial Accreditation.

ACADEMIC INFORMATION AND UNIVERSITY POLICIES

- Eagan campus, located in Eagan, Minnesota, is accredited by the ACEN. The most recent accreditation decision made by the ACEN Board of Commissioners for this practical nursing program is Initial Accreditation.
 - Central Pasco campus, located in Odessa, Florida, is accredited by the ACEN. The most recent accreditation decision made by the ACEN Board of Commissioners for this practical nursing program is Initial Accreditation.
 - Mankato campus, located in Mankato, Minnesota, is accredited by the ACEN. The most recent accreditation decision made by the ACEN Board of Commissioners for this practical nursing program is Initial Accreditation.
 - Moorhead campus, located in Moorhead, Minnesota, is accredited by the ACEN. The most recent accreditation decision made by the ACEN Board of Commissioners for this practical nursing program is Initial Accreditation.
 - St. Cloud campus, located in St. Cloud, Minnesota, is accredited by the ACEN. The most recent accreditation decision made by the ACEN Board of Commissioners for this practical nursing program is Initial Accreditation.
- Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326
404-975-5000
- View the public information disclosed by the ACEN regarding this program at <http://www.acenursing.us/accreditedprograms/programSearch.htm>.
- The associate nursing program at Rasmussen University at the:
- Bloomington campus (with off-campus instructional sites in Blaine and Lake Elmo/Woodbury), located in Bloomington, Minnesota, is accredited by the ACEN. The most recent accreditation decision made by the ACEN Board of Commissioners for this associate nursing program is Initial Accreditation.
 - Fort Myers campus, located in Fort Myers, Florida, is accredited by the ACEN. The most recent accreditation decision made by the ACEN Board of Commissioners for this associate nursing program is Initial Accreditation.
 - Green Bay campus, located in Green Bay, Wisconsin, is accredited by the ACEN. The most recent accreditation decision made by the ACEN Board of Commissioners for this associate nursing program is Initial Accreditation.
 - Mankato campus, located in Mankato, Minnesota, is accredited by the ACEN. The most recent accreditation decision made by the ACEN Board of Commissioners for this associate nursing program is Initial Accreditation.
 - Moorhead campus, located in Moorhead, Minnesota, is accredited by the ACEN. The most recent accreditation decision made by the ACEN Board of Commissioners for this associate nursing program is Initial Accreditation.
 - Central Pasco campus, located in Odessa, Florida, is accredited by the ACEN. The most recent accreditation decision made by the ACEN Board of Commissioners for this associate nursing program is Initial Accreditation.
 - Ocala campus (with an off-campus instructional site in Orlando), located in Ocala, Florida, is accredited by the ACEN. The most recent accreditation decision made by the ACEN Board of Commissioners for this associate nursing program is Continuing Accreditation.
 - Overland Park campus (with an off-campus instructional site in Topeka), located in Overland Park, Kansas, is accredited by the ACEN. The most recent accreditation decision made by the ACEN Board of Commissioners for this associate nursing program is Initial Accreditation.
 - Tampa/Brandon campus, located in Tampa, Florida, is accredited by the ACEN. The most recent accreditation decision made by the ACEN Board of Commissioners for this associate nursing program is Initial Accreditation.
 - Wausau campus, located in Wausau, Wisconsin, is accredited by the ACEN. The most recent accreditation decision made by the ACEN Board of Commissioners for this associate nursing program is Initial Accreditation.

Accreditation Commission for Education in Nursing (ACEN)

3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326
404-975-5000

View the public information disclosed by the ACEN regarding these programs at <http://www.acenursing.us/accreditedprograms/programSearch.htm>.

Effective July 28, 2020, the associate nursing program at Rasmussen University at the Romeville campus (with off-campus instructional sites in Aurora, Mokena, and Rockford) in Illinois is a candidate for initial accreditation by the Accreditation Commission for Education in Nursing. This candidacy status expires on July 28, 2022.

Accreditation Commission for Education in Nursing (ACEN)

3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326
404-975-5000

View the public information disclosed by the ACEN regarding this candidate program at <http://www.acenursing.us/candidates/candidacy.asp>.

The Radiologic Technology Associate's Degree program at the Lake Elmo / Woodbury campus in Minnesota and the Central Pasco, Fort Myers, and Ocala campuses in Florida is accredited by the Joint Review Committee on Education in Radiologic Technology, 20 North Wacker Drive, Suite 2850 Chicago, Illinois 60606-3182, 312-704-5300; mail@jrcert.org

The Surgical Technologist AAS Program at the Brooklyn Park/Maple Grove, Moorhead, and St. Cloud, Minnesota, campuses and the Rockford and Romeville/Joliet, Illinois, campuses is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP.org) on 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), 9355 113th Street N., #7709, Seminole, FL 33775-7709, 727-210-2350; www.caahep.org. The Surgical Technologist AAS Program at the Central Pasco, Florida, campus is not currently accredited.

B. Licensing and State Authorization

Rasmussen University 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



APPROVED INSTITUTION

Rasmussen College (now Rasmussen University) is registered as an out-of-state private postsecondary educational institution with the California Bureau for Private Postsecondary Education.

Rasmussen University 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 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, toll-free phone number: 888-224-6684.

Rasmussen University is authorized to operate as a postsecondary educational institution by 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
1 North Old State Capitol Plaza,
Suite 333
Springfield, Illinois 62701-1377
Phone: 217-782-2551
- Illinois Department of Financial and Professional Regulation
Division of Professional Regulation
100 West Randolph, 9th Floor
Chicago, IL 60601

Rasmussen University has obtained certificates of approval from the Kansas Board of Regents, allowing it to operate as a postsecondary educational institution in the State of Kansas.

- Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, KS 66612
785-430-4240

Rasmussen University 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 (now Rasmussen University) has been certified to operate by the Missouri Coordinating Board for Higher Education, pursuant to Missouri Revised Statutes, Section 173.600 through Section 173.618.

The North Dakota State Board of Higher Education has authorized Rasmussen University to operate in North Dakota under North Dakota Century Code 15-18.1. 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

The Wisconsin Department of Safety and Professional Services, Educational Approval Program has approved Rasmussen University to operate according to Wis. Stat. §440.52 and Wis. Admin. Code §SPS 404. 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 Department of Safety and Professional Services
Educational Approval Program
4822 Madison Yards Way
Madison, WI 53705
608-266-1996

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 Department of Financial and Professional Regulation (Nursing)
- Kansas Board of Nursing
- Minnesota Board of Nursing
- North Dakota Board of Nursing
- Wisconsin Board of Nursing

Anti-Hazing Policy

It shall be the policy of the University to strictly prohibit any action or situation which may recklessly or intentionally endanger the mental health, 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 University. 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 dismissal from school or termination of employment. The Campus Director shall be responsible for the administration of this policy.

Conduct and 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.

The University reserves the right to suspend or dismiss any students whose conduct is detrimental to the educational environment. A student dismissed from the University because of misconduct may not reenroll. Conduct/Dismissal guidelines for School of Nursing students or students enrolled in select School of Health Sciences 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 or faculty and staff members.
- That causes damage to the appearance or structure of the University facility or its equipment.
- By students who copy or otherwise plagiarize the assignments/projects of fellow students or others.
- 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 University Acceptable Use Policy. Violations will result in the loss of network use privileges and possibly other penalties, up to and including dismissal.

Dress Code

Rasmussen University 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 codes 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 practicum 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.

Drug-Free School and Workplace

In accordance with the Drug-Free Schools and Communities Act (34 CFR Part 85), Rasmussen University campuses are hereby declared a drug-free university 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/.

Students are prohibited from the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance or alcohol anywhere on property belonging to the University including but not limited to grounds, parking areas, or anywhere within the building(s); or while participating in university-related activities including but not limited to externships, practicum, or clinical experiences. Students who violate this policy will be subject to disciplinary action up to and including dismissal.

As a condition of enrollment, students must abide by the terms of this policy or the University will take one or more of the following actions within 30 days with respect to any student who violates this policy:

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 University will make a good faith effort to maintain a drug-free university 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 University 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 also their ability to function in their personal and professional lives can be impaired. 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 University immediately notify the Academic Dean or Campus Director.

A. Drug Abuse Policy

Rasmussen University 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 University also wishes to avoid unnecessary financial losses due to drug or other intoxicant use among its students and employees.

Consistent with this commitment, Rasmussen University strictly prohibits:

1. The presence of students or employees on campus or off campus at activities sponsored by the University, 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 University campuses or off campus at activities sponsored and controlled by the University.

Rasmussen University has the right to:

1. Discipline students, including dismissal, for felony convictions regarding illegal use, possession, or trafficking of drugs.

ACADEMIC INFORMATION AND UNIVERSITY POLICIES

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.

B. Tobacco Use Policy

Smoking and tobacco use is prohibited at all facilities owned, leased, and/or controlled by Rasmussen University, 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 University 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.

Drug Testing Policy

Students or learners enrolled in any academic program or registered for any non-degree seeking training may be required to submit to drug testing throughout enrollment or registration as a condition of placement at a clinical, practicum, internship, externship, field work, job shadowing, or field trip site, collectively referred to as "Experiential Learning Site" for the purpose of this policy. Students and learners may also be subjected to reasonable suspicion testing and/or post-accident testing as determined by Rasmussen University or any Experiential Learning Site at which the student or learner is placed.

All costs associated with drug testing will be the sole responsibility of the student or learner.

The drug test may include a test for any or all of the following substances: alcohol, amphetamines, barbiturates, benzodiazepines, cannabinoids, cocaine, fentanyl analogues, MDA, MDMA, meperidine, methadone, methaqualone, opiates, oxycodone, phencyclidine, propoxyphene, and any other substance identified by an Experiential Learning Site for placement.

Passing a drug test for the purpose of continued enrollment or registration is determined by Rasmussen University, in its sole discretion. Passing a drug test for the purpose of Experiential Learning Site placement is determined by the Experiential Learning Site at which placement is sought. In the event that a student or learner may remain enrolled or registered, but is unable to be placed in an Experiential Learning Site, then Rasmussen University will make a reasonable effort to find an alternative site that will accept the student or learner. However, if an alternative site cannot be identified that will accept the student or learner, then the student or learner will be withheld from attending activities at Experiential Learning Sites, which may lead to adverse consequences under attendance policies, course failure, and/or an inability to complete the program or training. Rasmussen University reserves the right to share any student's or learner's drug test results with an Experiential Learning Site at which placement is being sought to allow the Experiential Learning Site to determine whether placement will be accepted based on the drug test results.

Academic personnel at each campus will determine a deadline for drug test order placement based on the circumstances that require testing. A student or learner who refuses to test or who does not meet the testing deadlines as outlined by academic personnel may be withheld from attending activities at Experiential Learning Sites, which may lead to adverse consequences under attendance policies, course failure, and/or an inability to complete the program or training.

A negative-clear result allows a student or learner to remain enrolled or registered in Rasmussen University programs or trainings.

A negative-dilute result does not allow a student or learner to attend activities at Experiential Learning Sites. Students or learners with a negative-dilute result will be required to retest at their own cost, if the student or learner desires to attend activities at Experiential Learning Sites. A negative-dilute result on the retest allows a student to remain enrolled or registered in Rasmussen University programs or trainings. However, the student or learner accepts the risk that placement at an Experiential Learning

Site with two negative-dilute results may not be possible consistent with paragraph four of this policy. A student or learner who chooses not to retest must be withheld from attending activities at Experiential Learning Sites, which may lead to adverse consequences under attendance policies, course failure, and/or an inability to complete the program or training.

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 University as a negative-clear result. If the MRO is not satisfied by the documentation that is presented, then the drug test will be released to Rasmussen University as a positive result. If the student does not respond to the MRO's communication attempts, then the results will be released to Rasmussen University as a positive result.

A positive or positive-dilute drug test that is positive for alcohol allows a student or learner to remain enrolled or registered in Rasmussen University programs or trainings. However, the student or learner accepts the risk that placement at an Experiential Learning Site may not be possible consistent with paragraph four of this policy.

A positive or positive-dilute drug test that is positive for marijuana for a student or learner enrolled or registered in a program or training at an Illinois campus allows a student or learner to remain enrolled or registered in Rasmussen University programs or trainings in Illinois. However, the student or learner accepts the risk that placement at an Experiential Learning Site may not be possible consistent with paragraph four of this policy.

A positive or positive-dilute drug test that is positive for marijuana for a student or learner enrolled or registered in a program or training at a Florida, Minnesota, or North Dakota campus allows a student or learner to remain enrolled or registered in Rasmussen University programs or trainings at Florida, Minnesota, or North Dakota campuses if the student or learner is able to provide documented proof of a current legal prescription or registration for medicinal marijuana issued under the medicinal marijuana law of the state. However, the student or learner accepts the risk that placement at an Experiential Learning Site may not be possible consistent with paragraph four of this policy.

A positive or positive-dilute drug test that is positive for marijuana for a student or learner enrolled or registered in a program or training at a Kansas or Wisconsin campus will cause the student or learner

to be administratively withdrawn from the University.

A positive or positive-dilute drug test that is positive for any tested substance other than alcohol or marijuana will cause the student or learner to be administratively withdrawn from the University.

A student or learner who has been administratively withdrawn from the University under this policy is responsible for any and all tuition and fees billed and any loans utilized throughout enrollment or registration in the program or training.

A student or learner who has been administratively withdrawn from the University under this policy is not eligible for reentry to the University unless the following is completed. To gain the ability to attempt the reentry process, the former student or learner must identify a state-licensed drug abuse treatment facility and undergo a drug abuse treatment assessment.

If the assessment determines that the former student or learner is eligible for treatment, then the former student or learner must complete the recommended drug abuse treatment program and the treatment program must release the former student or learner indicating that the former student or learner is mentally and physically able to pursue an educational program of study. The former student or learner must then undergo a drug test through Rasmussen University and receive a result that allows the former student or learner to be enrolled or registered in Rasmussen University programs or trainings as defined in this policy.

If the assessment determines that the former student or learner is not eligible for treatment, then the former student or learner must identify a community-based drug abuse education program and seek approval from Rasmussen University whether it will meet the conditions for reentry. If Rasmussen University approves the education program, then the former student or learner must complete the education program and provide documentation of completion to Rasmussen University. The former student or learner must then undergo a drug test through Rasmussen University and receive a result that allows the former student or learner to be enrolled or registered in Rasmussen University programs or trainings as defined in this policy.

Rasmussen University reserves the right in its sole discretion to determine if a former student or learner is eligible to attempt the reentry process. A former student or learner who gains the ability to attempt the reentry process is subject to all other reentry policies and procedures.

Family Educational Rights and Privacy Act (FERPA)

Amended October 2001 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 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 University 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.

A. 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.

B. 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 the student's:

- Name;
- Date of birth;
- Address(es);
- Rasmussen University issued student email address;
- Personal email address;
- Course of study;
- Co-curricular and 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 University 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.

Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act

Rasmussen University 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 University provides training in the prevention of crime, sexual harassment/violence, and alcohol/drug abuse.

Library and Learning Resources Policy

Rasmussen University Library team, in accordance with the mission of the University, is rooted in a tradition of student support and driven by a desire for academic excellence. They are passionate about empowering the university 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 University;
- 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 University 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.

A. Borrowing Materials: General

The following persons are permitted to check out materials owned by our library system:

- Rasmussen University students and alumni in good financial standing with the University
- Rasmussen University faculty and staff in good standing with the library
- Consortia patrons in good standing with the library

ACADEMIC INFORMATION AND UNIVERSITY POLICIES

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 University retains the right to deny borrowing privileges to any person in violation of this or any other library policy.

B. Loan Periods

Loan periods vary depending on the database and content. E-books from the databases can be checked out and used offline for up to seven 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, then the system will automatically recall the material.

C. Fees and Restriction of Borrower Privileges

Users will receive a reminder two 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 University 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 University reserves the right to withhold the release of academic information, and other records, pending settlement of any amount due to the University.

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 University. 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 University'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 University even if the program is discontinued. Rasmussen University 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 University 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 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 University 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 University. Some skills training providers may require additional academic coursework. Skills training cannot be completed online.

Rasmussen University 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 University and relevant to any of its lawful missions, process, and functions as an educational institution and business.

The administration of Rasmussen University reserves the right to address any issue in this catalog or its operations regarding its meaning.

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 University.

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.

State Contact Information for Student Complaints

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 Attorneys General Offices, will accept complaints regardless of whether an institution is required to be licensed in that state. To begin a complaint process, use the following contact information.

ALABAMA

Alabama Commission on Higher Education
P.O. Box 302000
Montgomery, AL 36130
ache.state.al.us/federal-reg.pdf

Alabama Community College System
P.O. Box 302130
Montgomery, AL 36130-2130
pst.asc.edu/External/Complaints.aspx

ALASKA

Alaska Commission on Postsecondary Education
PO Box 110505
Juneau, AK 99811
EED.ACPE-IA@alaska.gov
acpe.alaska.gov/Consumer_Protection

ARIZONA

Arizona State Board for Private Postsecondary Education
1400 West Washington Street, Room 260
Phoenix, AZ 85007
ppse.az.gov/complaint

ARKANSAS

Arkansas Higher Education Coordinating Board
Arkansas Department of Higher Education
423 Main Street, Suite 400
Little Rock, AR 72201
ADHE_Info@adhe.edu
www.adhe.edu/institutions/academic-affairs/institutional-certification-advisory-committee/grievance-form
sbpce@arkansas.gov
www.adhe.edu/private-career-education/students/

Arkansas State Board of Private Career Education
501 Woodlane, Suite 3125
Little Rock, AR 72201
sbpce@arkansas.gov
www.adhe.edu/private-career-education/complaintProcess.aspx

CALIFORNIA

Approved Institutions:
California Bureau of Private Postsecondary Education
P.O. Box 980818, West
Sacramento, CA 95798-0818
bppe@dca.ca.gov
bppe.ca.gov/forms/complaint.pdf

Exempt Institutions:

Attorney General's Office
California Department of Justice
Attn: Public Inquiry Unit
P.O. Box 9044255
Sacramento, CA 94244-2550
ag.ca.gov/contact/complaint_form.php?cmplt=PL

COLORADO

Colorado Department of Higher Education
1560 Broadway, Suite 1600
Denver, CO 80202
higher.ed.colorado.gov/Academics/Complaints/default.html
higher.ed.colorado.gov/DPOS/Students/complaint.html

CONNECTICUT

Connecticut Office of Higher Education
450 Columbus Boulevard, Suite 510
Hartford, CT 06103-1841; 880-947-1800
pcs@ctohe.org
Non-degree institutions: www.ctohe.org/POSA/StudentInfo.shtml
Connecticut Department of Consumer Protection
450 Columbus Boulevard, Suite 510
Hartford, CT 06103-1841
dcp.tradepractices@ct.govct.gov/dcp/lib/dcp/Consumer_Statement_CPFR-2.pdf
Consumer Complaint Hotline: 800-842-2649

DELAWARE

Delaware Higher Education Office
John G. Townsend Building, Suite 2
Dover, DE 19901
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
1050 First Street, NE
Washington, DC 20002
osse.dc.gov/service/public-complaints

FLORIDA

Florida Commission for Independent Education
325 West Gaines Street, Suite 1414
Tallahassee, FL 32399-0400
www.fldoe.org/policy/cie/file-a-complaint.html

GEORGIA

Georgia Nonpublic Postsecondary Education Commission
2082 Easy Exchange Pl. #220
Tucker, GA 30084-5334
gnpec.georgia.gov/student-complaints

HAWAII

Hawaii Postsecondary Education Authorization Program
P.O. Box 541
Honolulu, HI 96809
hpeap@dcca.hawaii.gov
cca.hawaii.gov/hpeap/student-complaint-process/
Private Trade, Vocational or Technical Schools
475 22nd Avenue, Room 209
Honolulu, HI 96816
808-305-9755
Department of the Attorney General
425 Queen Street
Honolulu, HI 96813
808-588-1500
ag.hawaii.gov/contact-us/

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
[boardofed.idaho.gov/higher-education-private/
private-colleges-degree-granting/student-
complaint-procedures/](http://boardofed.idaho.gov/higher-education-private/private-colleges-degree-granting/student-complaint-procedures/)

ILLINOIS

Illinois Board of Higher Education
1 North Old State Capitol Plaza, Suite 333
Springfield, IL 62701
complaints.ibhe.org/
Institutional Complaint Hotline: (217) 557-7359

INDIANA

Indiana Commission for Higher Education
101 West Ohio Street, Suite 300
Indianapolis, IN 46204-4206
in.gov/che/2744.htm
complaints@che.in.gov
Complaint Adjudicator
DWD/Office of Career and Technical Schools
10 North Senate Avenue, Suite 304
Indianapolis, IN 46204
[www.in.gov/dwd/files/Student_Complaint_
Form.pdf](http://www.in.gov/dwd/files/Student_Complaint_Form.pdf)

IOWA

Iowa Student Aid Commission
430 East Grand Ave., 3rd Floor
Des Moines, IA 50309
info@iowacollegeaid.gov
[www.iowacollegeaid.gov/content/
constituent-request-review](http://www.iowacollegeaid.gov/content/constituent-request-review)

KANSAS

Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, KS 66612-1368
785-430-4240
[kansasregents.org/academic_affairs/
private_out_of_state/complaint_process](http://kansasregents.org/academic_affairs/private_out_of_state/complaint_process)
complaints@ksbor.org

KENTUCKY

Kentucky Council on Postsecondary Education
1024 Capital Center Dr. #320
Frankfort, KY 40601-7512
cpeconsumercomplaint@ky.gov
Kentucky Commission on Proprietary Education
Capital Plaza Tower, Room 302
500 Mero Street
Frankfort, KY 40601
kcpe.ky.gov/forms/FormtoFileaComplaint.pdf
Office of the Attorney General
Capitol Suite 118, 700 Capitol Avenue,
Frankfort, KY 40601-3449
consumer.protection@ag.ky.gov
[ag.ky.gov/consumer-protection/complaints/
Pages/default.aspx](http://ag.ky.gov/consumer-protection/complaints/Pages/default.aspx)

LOUISIANA

Louisiana Attorney General Office
Consumer Protection Section
P.O. Box 94005
Baton Rouge, LA 70804
ConsumerInfo@ag.louisiana.gov
1-800-351-4889, 225-326-6465
www.ag.state.la.us/ConsumerDisputes
Secondarily, complaints may also be sent to:
Louisiana Board of Regents
Attn: Nancy Beall or Dr. Larry Trembly or
LeAnn Detillier
P.O. Box 3677
Baton Rouge, LA 70821-3677
[www.regents.la.gov/assets/docs/2013/03/
Board-of-Regents-SARA-Student-Complaint-
Form.pdf](http://www.regents.la.gov/assets/docs/2013/03/Board-of-Regents-SARA-Student-Complaint-Form.pdf)

MAINE

Maine Department of Education
Anita Bernhardt – Complaints
23 State House Station
Augusta, ME 04333-0023
Maine Attorney General,
Consumer Protection Division
6 State House Station
Augusta, ME 04333
[maine.gov/ag/consumer/complaints/
complaint_form.shtml](http://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
[mhec.maryland.gov/institutions_
training/Documents/acadaff/
MHECStudentComplaintForms.pdf](http://mhec.maryland.gov/institutions_training/Documents/acadaff/MHECStudentComplaintForms.pdf)
Office of the Attorney General,
Consumer Protection Division
200 St. Paul Place
Baltimore, MD 21202
Consumer Protection Hotline: 410-528-8862
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
[www.mass.edu/forstufam/complaints/
complaintform.asp](http://www.mass.edu/forstufam/complaints/complaintform.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
Department of Licensing and Regulatory Affairs
Corporations, Securities & Commercial Licensing
Schools and Licensing
PO Box 30018
Lansing, MI 48909
[www.michigan.gov/documents/lara/LCE-
992_0715_494884_7.pdf](http://www.michigan.gov/documents/lara/LCE-992_0715_494884_7.pdf)

MINNESOTA

Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5227
ohe.state.mn.us/mPg.cfm?pagelD=1078

MISSISSIPPI

Mississippi Commission on College Accreditation
3825 Ridgewood Road
Jackson, MS 39211-6453
[www.mississippi.edu/mcca/downloads/
mccastudentcomplaintform.pdf](http://www.mississippi.edu/mcca/downloads/mccastudentcomplaintform.pdf)
Mississippi Commission of Proprietary Schools and College Registration
3825 Ridgewood Road
Jackson, MS 39211-6453
www.mccb.edu/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\(email\)](http://ago.state.ms.us/index.php/contact(email))
www.ago.state.ms.us/forms/complaint-form/

MISSOURI

Missouri Department of Higher Education and Workforce Development
205 Jefferson Street
P.O. Box 1469
Jefferson City, MO 65102-1469
[info@dhe.mo.gov/Policy: http://
dhe.mo.gov/documents/
POLICYONCOMPLAINTRESOLUTION-
reviseddraft.pdf](http://info@dhe.mo.gov/Policy)

MONTANA

Montana Board of Regents
Office of Commissioner of Higher Education
2500 Broadway Street
560 North Park Avenue
Helena, MT 59601
Montana Office of Consumer Protection
2225 11th Avenue
P.O. Box 200151
Helena, MT 59620-0151
contactocp@mt.gov
[mus.edu/MUS-Statement-of-Complaint-
Process.asp](http://mus.edu/MUS-Statement-of-Complaint-Process.asp)

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
[protectthegoodlife.nebraska.gov/file-
consumer-complaint](http://protectthegoodlife.nebraska.gov/file-consumer-complaint)
Consumer Protection Hotline: 800-727-6432
Nebraska Department of Education,
Investigations Office
301 Centennial Mall South
P.O. Box 98987
Lincoln, NE 68509-4987
[www.education.ne.gov/wp-content/
uploads/2017/07/PPCS_Complaint-form.pdf](http://www.education.ne.gov/wp-content/uploads/2017/07/PPCS_Complaint-form.pdf)

NEVADA

Nevada Commission on Postsecondary Education
8778 South Maryland Parkway, Suite 115
Las Vegas, NV 89123
cpe.nv.gov/Students/Students_Home/

NEW HAMPSHIRE

New Hampshire Department of Education
Janet Fiderio
Division of Higher Education
101 Pleasant Street
Concord, NH 03301
603-271-2695
janet.fiderio@doe.nh.gov
New Hampshire Department of Education
Shireen Meskoob
101 Pleasant Street
Concord, NH 03301
603-271-6443
Shireen.Meskoob@doe.nh.gov

NEW JERSEY

New Jersey Higher Education
P.O. Box 542
Trenton, NJ 08825
oshe@oshe.nj.gov
[www.state.nj.us/highereducation/
OSHEComplaintInstructions.shtml](http://www.state.nj.us/highereducation/OSHEComplaintInstructions.shtml)
New Jersey Division of Consumer Affairs
124 Halsey Street
Newark, NJ 07102
[www.njconsumeraffairs.gov/Pages/File-a-
Complaint-old.aspx](http://www.njconsumeraffairs.gov/Pages/File-a-Complaint-old.aspx)
Department of Labor and Workforce Development Center for Occupational Employment Information
Training Evaluation Unit
PO Box 057
Trenton, NJ 08825-0057
[www.nj.gov/labor/forms_pdfs/coei/SAU/
Conflict%20Resolution%20Questionnaire.pdf](http://www.nj.gov/labor/forms_pdfs/coei/SAU/Conflict%20Resolution%20Questionnaire.pdf)

NEW MEXICO

New Mexico Higher Education Department
2048 Galisteo Street
Santa Fe, NM 87505
[www.hed.state.nm.us/students/hed-student-
complaint-form.aspx](http://www.hed.state.nm.us/students/hed-student-complaint-form.aspx)
[www.hed.state.nm.us/programs/abe_
student_complaint_form.aspx](http://www.hed.state.nm.us/programs/abe_student_complaint_form.aspx)

NEW YORK

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/ocue/spr/COMPLAINT
FORMINFO.html](http://highered.nysed.gov/ocue/spr/COMPLAINTFORMINFO.html)
New York Bureau of Proprietary School Supervision, New York State Education Department
116 West 32nd Street, 5th Floor
New York, NY 110001
212-643-4760
bpss@nysed.gov
[www.acces.nysed.gov/common/acces/files/
bpss/studentdisclosure-rights.pdf](http://www.acces.nysed.gov/common/acces/files/bpss/studentdisclosure-rights.pdf)
www.acces.nysed.gov/bpss/student-rights

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 27515
919-962-4550
studentcomplaint@northcarolina.edu
Student Complaint Policy: [www.northcarolina.
edu/sites/default/files/student_complaint_
policy.pdf](http://www.northcarolina.edu/sites/default/files/student_complaint_policy.pdf)
Student Complaint Form: [www.northcarolina.
edu/sites/default/files/student_complaint_
form.pdf](http://www.northcarolina.edu/sites/default/files/student_complaint_form.pdf)
North Carolina State Board of Proprietary Schools
200 West Jones St.
Raleigh, NC 27603
[www.nccommunitycolleges.edu/proprietary-
schools](http://www.nccommunitycolleges.edu/proprietary-schools)

NORTH DAKOTA

North Dakota University System,
Vice Chancellor of Academic and Student Affairs
600 East Boulevard Ave, Dept. 215
Bismarck, ND 58505-0230
701-328-4136
www.ndus.edu/system/state-authorization/
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 58503-5574
[attorneygeneral.nd.gov/consumer-resources/
consumer-complaints](http://attorneygeneral.nd.gov/consumer-resources/consumer-complaints)

OHIO

Ohio Department of Higher Education
25 South Front Street
Columbus, OH 43215-4183
Ohio Attorney General, Consumer Protection Section
30 East Broad Street, 14th floor
Columbus, OH 43215-3400
[www.ohioattorneygeneral.gov/Individuals-
and-Families/Consumers/File-A-Complaint.
aspx](http://www.ohioattorneygeneral.gov/Individuals-and-Families/Consumers/File-A-Complaint.aspx)
Ohio State Board of Career Colleges and Schools
30 East Broad Street, Suite 2481
Columbus, OH 43215
[scr.ohio.gov/ConsumerInformation/
FilingaComplaint.aspx](http://scr.ohio.gov/ConsumerInformation/FilingaComplaint.aspx)

ACADEMIC INFORMATION AND UNIVERSITY POLICIES

OKLAHOMA

Oklahoma State Regents for Higher Education
655 Research Parkway, Suite 200
Oklahoma City, OK 73104
www.okhighered.org/current-college-students/complaints.shtml

Oklahoma Office of the Attorney General, Consumer Protection Unit
Attn: Investigative Analyst
313 NE 21st Street
Oklahoma City, OK 73105
www.oag.ok.gov/consumer-protection-unit/

Oklahoma State Board of Private Vocational Schools
3700 Classen Boulevard, Suite 250
Oklahoma City, OK 73118-2884

OREGON

Oregon Higher Education Coordinating Commission
Office of Degree Authorization
775 Court Street NE
Salem, OR 97301

Oregon Attorney General
Financial Fraud/Consumer Protection Section
1162 Court Street NE
Salem, OR 97301-4096
www.doj.state.or.us/consumer/pdf/consumer_complaint.pdf

Oregon Higher Education Coordinating Commission
Sean Pollack, Program Administrator, Private Postsecondary Education
255 Capitol Street NE
Salem, OR 97310
503-947-5925
sean.pollack@state.or.us

PENNSYLVANIA

Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333
www.education.pa.gov/Documents/Postsecondary-Adult/College%20and%20Career%20Education/Private%20Licensed%20Schools/Community%20Colleges-Colleges-Universities%20and%20Seminaries%20Complaint%20Form.pdf

Office of Attorney General, Bureau of Consumer Protection
14th Floor, Strawberry Square
Harrisburg, PA 17120
www.attorneygeneral.gov/Quick_Links/Pennsylvania_Attorney_General_Complaint_Forms/

PUERTO RICO

Puerto Rico Council on Education
P.O. Box 1900
San Juan, PR 00910-1900
Puerto Rico Department of Justice
P.O. Box 9020192
San Juan, PR 00902-0192

RHODE ISLAND

Rhode Island Office of the Postsecondary Commissioner
560 Jefferson Boulevard
Warwick, RI 02888

Rhode Island Department of Attorney General, Consumer Protection Unit
150 South Main Street
Providence, RI 02903
riag.wufoo.com/forms/q1851amb1bdd4d5/

SOUTH CAROLINA

South Carolina Commission on Higher Education
1122 Lady Street, Suite 300
Columbia, SC 29201
803-737-3918
www.che.sc.gov/CHE_Docs/academicaffairs/license/Complaint_Procedures_and_Form.pdf

SOUTH DAKOTA

South Dakota Secretary of State Shantel Krebs
State Capitol
500 East Capitol Avenue
Pierre, SD 57501-5070
sdsos@state.sd.us

South Dakota Office of Attorney General, Division of Consumer Protection
1302 East Hwy 14, Suite 3
Pierre, SD 57501-8053
consumer.sd.gov/complaintform.aspx

TENNESSEE

Tennessee Higher Education Commission
404 James Robertson Parkway, Suite 1900
Nashville, TN 37243
www.tn.gov/content/tn/thec/bureaus/student-aid-and-compliance/postsecondary-state-authorization/request-for-complaint-review.html

TEXAS

Texas Higher Education Coordinating Board
1200 East Anderson Lane
Austin, TX 78752
<http://www.thecb.state.tx.us/index.cfm?objectid=989FE9A0-2213-11E8-BC500050560100A9>

Office of the Attorney General, Consumer Protection Division
PO Box 12548
Austin, TX 78711-2548
www.texasattorneygeneral.gov/cpd/file-a-consumer-complaint

Texas Workforce Commission
Career Schools and Colleges – Room 226-T
101 East 15th Street
Austin, TX 78778-0001
Phone: 512-936-3100
Additional complaint information is available:
attwc.state.tx.us/svcs/propschools/problemschool.html

UTAH

Utah Division of Consumer Protection
160 East 300 South
Salt Lake City, UT 84111
consumerprotection@utah.gov
dcp.utah.gov/complaints/manual.html

VERMONT

Vermont Agency of Education, State Board of Education
120 State Street
Montpelier, VT 05620-2501
AEO.EdInfo@state.vt.us
Vermont Attorney General's Office
109 State Street
Montpelier, VT 05609-1001

VIRGINIA

State Council of Higher Education for Virginia
101 North 14th Street, James Monroe Building
Richmond, VA 23219
www.schev.edu/index/students-and-parents/resources/student-complaints

WASHINGTON

Washington Student Achievement Council
917 Lakeridge Way, P.O. Box 43430
Olympia, WA 98504-3430
complaints@wsac.wa.gov
wsac.wa.gov/protecting-education-consumers
Washington Workforce Training and Education Coordinating Board
128 10th Avenue SW
PO Box 43105
Olympia, WA 98504-3105
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 25301-2800

West Virginia Office of the Attorney General Consumer Protection Division
P.O. Box 1789
Charleston, WV 25326-1789
www.wvhepc.org/resources/Complaint_Process.pdf

Community and Technical College System of West Virginia
1018 Kanawha Blvd. East, Suite 700
Charleston, WV 25301
wvctcs.org/complaints

WISCONSIN

Wisconsin Educational Approval Board
PO Box 8366
Madison, WI 53708-8366
dspseap@wisconsin.gov
<https://dps.wi.gov/Documents/EAComplaintForm3.01.doc>

WYOMING

Wyoming Department of Education
2300 Capitol Avenue, Hathaway Building, 2nd Floor
Cheyenne, WY 82002-0050
<https://1dd1xtt2jowkvs672myo6zl4-wpengine.netdna-ssl.com/wp-content/uploads/2018/08/Wyoming-Department-of-Education-Student-Complaint-Process.pdf>

<https://edu.wyoming.gov/blog/2018/12/06/student-complaint-form/>
Attorney General's Office
123 Capitol Building, 200 West 24th Street
Cheyenne, WY 82002

Ownership

Rasmussen College, LLC is a limited liability company formed under the laws of the state of Delaware. Rasmussen, LLC is the parent member of Rasmussen College, LLC with campuses located in the states of Florida, Illinois, Kansas, Minnesota, North Dakota, and Wisconsin.

Officers:

- Thomas M. Slagle, Chief Executive Officer
- Ann Leja, Interim President
- Kevin Delano, Chief Financial Officer
- Don DeVito, Chief Enrollment Management Officer

Student and Online User Conduct Policy

The purpose of this policy is to govern the conduct of students in the classroom, at learning sites, and online and applies to any individual who accesses and uses Rasmussen University websites, social media sites, and the Rasmussen App. While some behavior, such as the violation of privacy laws and discrimination, must be treated in a punitive manner, the intent of this information is to provide guardrails for behavior both in the classroom, at a clinical or practicum site, and online.

Students are expected to conduct themselves with the same standards of behavior as are expected in the workplace and in the community at large. Rasmussen University, in its sole discretion, reserves the right to suspend or dismiss any student whose conduct is detrimental to the educational environment and/or engages in misconduct. Rasmussen University also reserves the right to refuse re-enrollment of a student that has been

dismissed from Rasmussen University because of misconduct. For purposes of this Policy, misconduct includes but is not limited to conduct:

- That is detrimental within the classroom environment.
- That interferes with the well-being of fellow students or faculty and staff members.
- That causes damage to the appearance or structure of Rasmussen University facility, equipment, or systems.
- By students who otherwise display conduct detrimental to their own academic progress or ultimate success in the field for which they are being educated.
- By students who copy or otherwise plagiarize the assignments/projects of fellow students or others; please see the Academic Integrity Policy in the Rasmussen University Catalog at www.rasmussen.edu/degrees/course-catalog for full details.

Please note that additional conduct/dismissal guidelines for School of Nursing students or students enrolled in select School of Health Sciences programs can be found in each programmatic handbook, which is provided to students during programmatic orientation.

Social Media Platforms, Apps, and Online Posts: Rasmussen University social media accounts are intended to provide information about our program offerings, campus locations, and the Rasmussen University experience. This policy applies to all interactions and content posted, shared, and uploaded to our social media accounts, including but not limited to: Facebook, Instagram, LinkedIn®, Twitter, Pinterest, YouTube, Yelp®, Google My Business, the Rasmussen University App, or any other forums and social media platforms.

For purposes of this Policy, a user is defined as anyone who accesses and uses any Rasmussen University social media platforms, apps, and online posts within such social media platforms, apps, or website managed, owned, or operated by Rasmussen University or a vendor. When engaging with our social media accounts, users must:

- Stay on topic, be respectful of other users, and use common courtesy.
- Refrain from posting any personal, identifying, confidential, or other legally protected information.
- Not share content or work that is not owned by the poster. Users may not post others' work or personal information unless they have received prior written consent by the owner of the content.
- Refrain from posting fraudulent or fake information or content.

The Rasmussen University social media accounts are public and are managed and

moderated by the Rasmussen University Social Media Team. All comments, posts, and messages are reviewed to ensure they comply with University policies and will be deleted if they are found in the University's sole discretion to be abusive, inflammatory, contrary to our guidelines, or otherwise inappropriate. Interactive messages and comments will not be posted if their content contains material that is unlawful, harassing, libelous, defamatory, abusive, threatening, harmful, vulgar, obscene, profane, sexually oriented, racially offensive, inaccurate, or otherwise objectionable material of any kind or nature; or that encourages conduct that could constitute a criminal offense, give rise to civil liability, or otherwise violate any applicable local, state, national, or international law or regulation; or that encourages the use of controlled substances as set forth under Federal Law. Rasmussen University reserves the right to edit interactive messaging questions for clarity.

Furthermore, when engaging in any online posts through any of the foregoing social media accounts, on any Rasmussen University website, or through any app—whether managed, owned, or operated by Rasmussen University or a vendor—users must adhere to online community guidelines by refraining from:

- Threatening, harassing, aggressive, derogatory, defamatory, or libelous comments toward Rasmussen University, any individual, any group, or any faculty or staff member. Any threats are prohibited and may be escalated to local law enforcement for investigation.
- Engaging in discrimination of any kind. Comments or posts that contain hateful speech of any kind related to age, gender, race, religion, political affiliation, nationality, sexual orientation, gender identity, or disability will be deleted.
- Using profane, obscene, pornographic, or otherwise inappropriate or offensive comments. Posts which contain explicit language, explicit material, or links to such explicit material will be deleted.
 - Any students, staff, faculty, users, witnesses, or third parties may contact the Rasmussen University Title IX Coordinator or use the online reporting tool to report any incidents of or suspected incidents of sexual assault, domestic violence, dating violence, sexual harassment, or stalking. The Rasmussen University Title IX policy as well as a list of resources are available online at <https://www.rasmussen.edu/student-life/title-ix>. The full Title IX and Policy Against Sexual Misconduct can be found in the Rasmussen University Catalog/Addendum.

- Engaging in unethical or illegal activities, including the posting of messages or links containing viruses or malware or that instigate or imply violence toward oneself or another. Such activities will be deleted and may be escalated to local law enforcement.
- Engaging in academic dishonesty or other unethical or illegal activity. Academic dishonesty may result in expulsion or revocation of bestowed honors.
- Posting content used to promote or benefit personal brands or businesses. Any posts which in Rasmussen's sole discretion contain solicitations will be deleted.
- Impersonating someone else or using a fake or fraudulent account. Posting any fake or fraudulent "facts" or statements is prohibited. Such posts or comments may be deleted.
- Creating identical or duplicate posts by the same user or identical posts by a group of users. Rasmussen University may delete any of the foregoing posts.
- Using social media accounts to report phishing, spam, or criminal activity. Suspicious emails and other activity should be reported to our Personal Support Center by contacting help@personalsupportcenter.com or 866-693-2211 for assistance.

Rasmussen University reserves the right to take any and all appropriate action if, in its sole discretion, a user or users violate any of these online community guidelines. Rasmussen University further reserves the right to remove posts or comments at any time without notice and to change any of these terms at any time. All terms of service and guidelines implemented by Facebook, TargetX Schools App, Twitter, Instagram, Pinterest, YouTube, LinkedIn, Yelp, and Google My Business must be followed.

Title IX and Policy Against Sexual Misconduct

A. General Provisions

1. References to "this policy" means Sections A through K of this policy.
2. University policy strongly condemns and expressly prohibits sexual assault, domestic violence, dating violence, sexual harassment, and stalking.
 - a. References to "University 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 University.
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 University, or at any activity, program, organization, or event sponsored by the University, or by a fraternity or sorority.
7. Complaints may allege violation of University policy or Title IX, subject to the following:
 - a. Complaints alleging violations of the University policy are handled by the Human Resources Director, Corporate Counsel, Title IX 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 another employee will be handled by Human Resources as a violation of University policy, as outlined here and in the Employee Handbook, before the complaint may be pursued under 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 University or by members of the University 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 university catalog, or other means.

B. Definitions

"University" and "the University" means Rasmussen University.

"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 University 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 University 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 University will apply the Illinois definition as stated below. The definition of consent for each state in which Rasmussen University 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).
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;

ACADEMIC INFORMATION AND UNIVERSITY POLICIES

- (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).

3. **Kansas:** Kansas Statutes do not define "consent" as of June 2019.

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, as defined by this section 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.

5. **North Dakota:** The North Dakota Century Code does not define "consent" as of June 2019.

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).

"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.

"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 person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

"Online Reporting System"

1. The University provides an Online Reporting System to receive complaints under this policy.
2. This reporting system allows for anonymous submissions and is available on the University 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.

"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, and

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 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 University 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 University 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: <https://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 University, law enforcement, both, or neither. At the request of the Victim/Survivor, University employees will promptly assist the Victim/Survivor in making a report.
4. University 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 University personnel with accessing and navigating, fair and respectful healthcare, mental health, counseling, and advocacy services that are available in the Victim's/Survivor's area. A list of services can be found at: <https://www.rasmussen.edu/student-life/title-ix/>
 6. Confidentiality and privacy will be maintained within the scope of the Inquiry, Investigation, and resolution processes and among University 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 University 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 University 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 University may need to warn the campus community or alert law enforcement of a continued threat of harm to others.
 7. The University 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 University 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, university authorities shall assist in obtaining, securing, and maintaining evidence in connection with a sexual assault incident.
 11. University 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 University employee that the University 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 University shall act promptly to institute interim protective measures, which may include:
 - i. Changes to classroom, academic, and university 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 University 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 University 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 University 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 seven 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 University 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 University supports the efforts of bystanders to prevent sexual harassment and sexual assault, nothing in this policy shall be construed to mean that the University 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 University 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 email or letter, or by speaking with faculty or an employee's supervisor.
 3. University 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 University and External Authorities, Resources, and Support found at the end of these policies and on the University's website.
 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 University 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.

ACADEMIC INFORMATION AND UNIVERSITY POLICIES

- d. **Bystanders, witnesses, or other third-parties** should report through the Online Reporting System or to the Title IX Coordinator.
2. Submit complaints to:
- The Online Reporting System at <http://www.rasmussen.edu/studentlife/title-ix/> on the University website.
 - The Title IX Coordinator, (titleix@rasmussen.edu)
 - The Vice President of Human Capital (titleix@rasmussen.edu)
3. Complaints made to faculty or other university 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 University 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**
- 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:
 - The Victim/Survivor;
 - Those who, in good faith, report or disclose, file a complaint, or otherwise participate in the Inquiry, Investigation, or complaint resolution process;
 - An individual who serves as an advisor or support person for any party; and
 - An individual, merely because they are or have been the object of a complaint.
 - 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:
- Shall not be sanctioned by the University for admitting in the report to a violation of University policy on the personal use of drugs or alcohol; and
 - 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 University determines that the violation was egregious.
- I. Inquiries, Investigations, and Resolution of Complaints**
- An Inquiry or Investigation is conducted by the Title IX Coordinator, Vice President of Human Capital, corporate counsel, or any combination thereof.
 - 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.
 - Investigation.** A formal Investigation may follow an Inquiry if warranted by the circumstances.
 - Before an Investigation begins, the University shall notify the Complainant, Victim/Survivor, and Respondent of the University 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 University personnel with authority to make a finding or impose a sanction poses a conflict of interest.
 - The procedure for conducting an Investigation will include:
 - Implementation of appropriate interim protective measures, if requested or if deemed necessary by the investigator.
 - Interviewing the Victim/Survivor, Complainant, Respondent, and witnesses.
 - 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.
- 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**
- 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 procedural error occurred;
 - New information exists that would substantially change the outcome of the finding; or
 - The sanction is disproportionate with the violation.
 - Appeals must be written, and filed with the General Counsel (titleix@rasmussen.edu).
 - The word "APPEAL" should be clearly written at the top of the appeal.
 - The appeal should clearly state, with specific details, the justification for the appeal.
 - Appeal Procedure:
 - The President and General Counsel will consider and decide the appeal.
 - 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.
 - If the appeal asserts that new information exists, the burden is on the appellant to produce the new information. However, the University may, at its discretion, conduct additional fact gathering efforts so long as they are limited to that which is necessary to obtain the alleged new information as described in the appeal.
 - Upon due consideration, and based upon the preponderance of the evidence, a written appellate report containing findings and recommendations shall be produced.
 - 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.
 - All findings and recommendations of an appeal are final.
- K. Contacts**
- The following university 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 email to: titleix@rasmussen.edu
 - Title IX Coordinator: Joshua Collier
 - Deputy Title IX Coordinator: Noel Borg
 - General Counsel: Lori Kruiuzenga
 - Associate Counsel: Aleksandar Dordevic
 - Associate Counsel: Nathaniel Orpen
 - 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/>
- Weapons Policy**
- Rasmussen University 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 off-site events sponsored and controlled by the University including graduation ceremonies, internships, and clinical sites. This policy does not include Rasmussen University 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.

BOARD OF DIRECTORS

Henry S. Bienen, PhD

Chairman
– President Emeritus, Northwestern
University, Evanston, Illinois

Kenneth Ender, PhD

Director, Public Member
– President, Harper College

Atif Gilani

Director
– Renovus Capital Partners, Founding Partner

Sharon Thomas Parrott

Director, Public Member

Mathew Yale

Director, Public Member

CENTRAL OFFICE

Ann Leja

Interim President
DNP, The College of St. Scholastica
MA, Nursing, The College of St. Scholastica
BS, Nursing, University of Wisconsin-Eau Claire

Tom Slagle

Chief Executive Officer
BS, University of Toledo

Kevin Delano

Chief Financial Officer
MBA, Washington University in St. Louis
BS, University of Southern California

Donato J. DeVito

Chief Enrollment Management Officer
MBA, University of Scranton
BS, Excelsior College

Tawnie L. Cortez

Senior Vice President,
External and College Relations
BA, Montana State University

Dwayne Bertotto

Vice President, Admissions and Student Experience
BS, University of Wisconsin-Superior

John Smith-Coppes

Vice President and
Executive Director, School of Nursing
EdD, Benedictine University
MBA, Bethel University
BACC, University of San Diego

Eric Whitehouse

Vice President Campus Operations and Student Services
MPA, Hodges University
BS, Florida State University

Catherine Breuer

Assistant Vice President, Student Financial Aid
MFA, California Institute of the Arts
BA, Bemidji State University

Lori Jonason

Assistant Vice President Central Student Operations
BS, St. Cloud State University

Amy Garrigues

Executive Director of Physical Therapy and
Rehabilitation Services
DPT, Simmons College
BS, University of Rochester

Juliana Kloczek

Registrar
MBA, West Virginia Wesleyan College
BA, John Carroll University

Diane Nemitz

National Disability Services Coordinator
Senior Compliance Officer
MA, Concordia University
BA, University of St. Thomas

Twin Cities

Twin Cities

Chicago

Orlando

Twin Cities

Twin Cities

Twin Cities

Orlando

Twin Cities

Twin Cities

Twin Cities

Twin Cities

Twin Cities

CAMPUS ADMINISTRATION

Lamont Allen

Assistant Vice President Campus Operations & Student Services
BA, University of Wisconsin-Madison

Twin Cities

Chris Phillips

Assistant Vice President of Admissions
BA, University of Wisconsin-Madison

Twin Cities

Kevin Roberts

Senior Director of Admissions
MBA, University of Scranton
BS, University of South Dakota

Twin Cities

Phillip Kagol

Campus Director
BS, St. Cloud State University

Online

Jessica Kimble

Director of Admissions
MBA, Benedictine University
BS, Rasmussen University

Online

FLORIDA

Tom Toner

Campus Director
BS, State University of New York at Brockport

Fort Meyers

Kimberly Azbart

Director of Admissions
BS, Urbana University

Fort Meyers

Staceyann N. Jibbison

Assistant Vice President Campus Operations & Student Services
MA, University of Phoenix
BS, Johnson & Wales University

Central Pasco

Pete Beasley

Campus Director
BA, Thomas Edison State College

Ocala

Josh Turner

Senior Director of Admissions
MBA, BS, University of Phoenix

Ocala

Lisa M. Riley

Regional Admissions Vice President
MS, Hodges University

Orlando

Sharon Richardson

Campus Director
MS, Troy State University
BS, University of Louisville

Orlando

Franci Jones Rosario

Director of Admissions
BA, University of Minnesota-Twin Cities

Online

Daniel Stern

Campus Director
BA, University of South Florida

Tampa/Brandon

Jamie Sperling

Campus Director
BA, University of Central Florida
AA, Jefferson Community College

Tampa/Brandon

ILLINOIS

Michael Steinke

Director of Admissions
MBA, University of Scranton
BS, University of Central Florida

Aurora/Naperville

Chris Springer

Assistant Vice President Campus Operations & Student Services
BA, Millikin University

Mokena / Tinley Park

Dennis Safka

Campus Director
MBA, Keller Graduate School of Management
BS, Northern Illinois University

Mokena / Tinley Park

Craig Steege

Campus Director
BA, American Intercontinental University

Rockford

Trisha L. Kamis **Rockford**
 Director of Admissions
 MBA, Colorado Technology University
 BS, University of Illinois-Urbana/Champaign

Diane Nowaczyk **Romeoville/Joliet**
 Campus Director
 MBA, Benedictine University
 BS, University of Illinois-Chicago

MINNESOTA

Matthew McIntosh **Blaine / Brooklyn Park / Maple Grove**
 Campus Director (Blaine)
 Interim Campus Director (Brooklyn Park/Maple Grove)
 BS, University of Minnesota

Jeremy Lund **Blaine**
 Director of Admissions
 BA, St. Olaf College

Adam Farm **Bloomington**
 Campus Director
 BS, Bemidji State University

Ashley Zimanske **Bloomington**
 Director of Admissions

Naomi Mogard **St. Cloud**
 Campus Director
 MS, St. Cloud State University
 BA, Concordia College

Randy Rodin **Brooklyn Park / Maple Grove**
 Director of Admissions
 BA, St. Cloud State University

Erica O'Gorman **Eagan**
 Campus Director
 BS, Bellevue University

Julie Iemole **Eagan**
 Director of Admissions
 MBA, University of Scranton
 BA, Elmhurst College
 Certificate in Secondary Education, Elmhurst College

Patty Sagert **Lake Elmo / Woodbury**
 Campus Director
 MA, Gonzaga University
 BA, Metropolitan State University

Pat Ogrin **Lake Elmo / Woodbury**
 Director of Admissions
 BS, Minnesota State University-Mankato

Kathy Sanger **Mankato**
 Campus Director
 BA, Minnesota State University-Mankato

Timothy McLean **St. Cloud**
 Director of Admissions
 MBA, University of Scranton
 BA, Minnesota State University-Mankato

NORTH DAKOTA

Amy Gibson **Fargo/Moorhead**
 Campus Director

Brein Haugen **Fargo/Moorhead**
 Director of Admissions
 BS, North Dakota State University
 MA, The Chicago School of Professional Psychology

WISCONSIN

Bill Panella **Green Bay / Wausau**
 Campus Director
 MBA, Clarkson University
 BA, Central Michigan University

Tony Possley **Green Bay**
 Director of Admissions
 BA, University of Wisconsin-La Crosse

Patrick Schmidt **Wausau**
 Director of Admissions
 BA, Judson University

ACADEMIC ADMINISTRATION

Julie Lawrence **Aurora/Naperville, Mokena / Tinley Park**
 Academic Dean
 Campus Accommodations Coordinator
 MED, National Louis University
 BS, Indiana University

Laila Torres **Aurora/Naperville**
 Associate Dean of Nursing
 MSN, BSN, South College
 ADN, Harper College

Krista Hoekstra **Blaine**
 Dean of Nursing
 EdD, Bethel University—St. Paul

Julia Ugorji **Blaine**
 Associate Dean of Nursing
 DNP, Walden University
 MSN, Grand Canyon University
 BS, University of the District of Columbia

Tracy Tepley **Blaine, Bloomington**
 Academic Dean
 Campus Accommodations Coordinator
 MS, BS, North Dakota State University

April Ray **Brooklyn Park / Maple Grove**
 Academic Dean
 Campus Accommodations Coordinator
 MA, Webster University
 BGS, Oakland University

Kathleen Smith **Brooklyn Park / Maple Grove**
 Dean of Nursing
 PhD, MSN, BSN, University of Miami

Matthew Vraa **Brooklyn Park / Maple Grove**
 PTA Program Director
 DPT, Regis University
 MBA, Argosy University
 MPT, Carroll College
 BS, Carroll College

Andrew LaMere **Eagan, Lake Elmo / Woodbury**
 Academic Dean
 Campus Accommodations Coordinator
 MA, Gonzaga University
 BS, University of Wisconsin-River Falls

Robert Neuteboom **Fargo/Moorhead**
 Regional Dean/Academic Dean
 Campus Accommodations Coordinator
 PhD, North Dakota State
 MA, University of South Dakota
 MFA, Minnesota State University-Moorhead
 BA Weber State University

Erica Evans **Fargo/Moorhead**
 Associate Dean of Nursing
 DNP, Capella University
 MSN, University of St. Mary
 BSN, Minnesota State College-Bismarck

Traci Steed **Fort Myers**
 Academic Dean
 Campus Accommodations Coordinator
 DC, Parker College of Chiropractic

Deanna Wolfskeil, MSN, RN **Fort Myers**
 Dean of Nursing
 MSN, Florida Atlantic University
 BSN, Mississippi University for Women

Nancy Kaplan **Fort Myers**
 Associate Dean of Nursing
 MSN, Walden University
 BSN, Harding University

Lynn Bilder, PhD, MSN, RN **Fort Myers**
 Director of Curriculum, School of Nursing
 PhD, Indiana University of Pennsylvania
 MSN, University of Cincinnati
 BSN, Marywood University

Jennifer Endries **Green Bay**
 Regional Dean/Academic Dean
 Campus Accommodations Coordinator
 MS, Silver Lake College
 BA, University of Wisconsin-Stevens Point

Julie Williams, MSN, RN **Green Bay**
 Dean of Nursing
 MSN, BSN, University of Phoenix
 ADN, Bay de Noc Community College

Joy Henrich **Illinois**
 Dean of Graduate Education
 EdD, Benedictine University
 MS, BS, Cardinal Stritch University

Deidre Walker **Illinois**
 Associate Dean—Northern Region
 MBA, Capella University
 MA, Trinity International University
 BA, Loyola University

Brenda Garcia **Central Pasco**
 Academic Dean
 Campus Accommodations Coordinator
 MA, University of South Florida
 BA, Florida Gulf Coast University

Dr. Mary Kohler, PhD, RN **Central Pasco**
 Dean of Nursing
 PhD, University of South Florida
 MSN, BSN, Florida Atlantic University

Tania Tablinsky **Central Pasco**
 Physical Therapist Assistant Program Director
 PhD, MA, Nova Southeastern

Donna Wenkel **Mankato / National Online**
 Academic Dean
 Campus Accommodations Coordinator
 MS, BS, Minnesota State University-Mankato

Cheryl L. Pratt, EdD, MA, RN, NEA-BC **Mankato**
 Dean of Nursing
 EdD, Argosy University
 MA, Nursing, The College of St. Scholastica
 BSN, Winona State University

Jeannine Haberman **Mokena / Tinley Park**
 Associate Dean of Nursing
 MSN, Lewis University
 BSN, MacMurray College

Shantelle Smith, MSN, RN **Moorhead**
 Dean of Nursing
 BSN, MedCenter One College of Nursing-Bismarck
 BS, St. Cloud State University

Kelly McCullough **Central Pasco**
 Regional Dean of Nursing
 DNP, University of South Alabama
 MSN, BSN, University of South Florida

Georgia Smith-Vest, DNP, RN **Central Pasco**
 Senior Dean of Nursing
 DNP, University of Southern Indiana
 MSN, University of Southern Indiana
 BSN, Eastern Kentucky University

Kara Walls, DNP, ARNP, CPNP **Central Pasco**
 Dean of Nursing
 DNP, University of North Florida
 MS, University of Tennessee
 BS, East Tennessee State University

Laurie Harmon **Ocala**
 Academic Dean
 Campus Accommodations Coordinator
 MBA, Utica College
 BS, Rasmussen University
 AAS, Tompkins Cortland Community College

Karen Guty, DNP, MSN, RN, CNE **Ocala**
 Dean of Nursing
 DNP, Duquesne University
 MSN, Duquesne University
 BSN, Pennsylvania State University
 BSEd, California University of Pennsylvania

Dawn McLaughlin, MSN, MHA, RN **Ocala**
 Associate Dean of Nursing
 MSN, BSN, University of Phoenix

LEADERSHIP AND ADMINISTRATION

Laura Miele PTA Program Director MEd, Wayland Baptist University BSOE, Wayland Baptist University AS, PTA, Kapiolani Community College	Ocala	Andy Binanti Academic Dean Campus Accommodations Coordinator MS, Kaplan University MS, Nova Southeastern University BS, University of North Carolina Wilmington	Romeoville/Joliet	Kari Luoma, PhD, RN BSN Program Director PhD, Capella University MSN, Clarkson College BSN, University of Wisconsin-Green Bay ADN, Gogebic Community College	Wausau
Stella Nemuseso PTA Program Director PT, University of Zimbabwe DPT, Rocky Mountain University	Ocala	Sandra Kaufman Dean of Nursing MSN, Grand Canyon University BSN, Loyola University of Chicago	Romeoville/Joliet	Rodney Crater Department Dean MS, BS, American Sentinel University MEd, University of Phoenix	
Todd Pugh Associate Dean – South Central Region MS, Concordia University BA, Coe College	Online	Laurie Larson Academic Dean Campus Accommodations Coordinator MA, University of North Dakota BA, Minot State University	St. Cloud	Rikkisha Gilmore-Byrd Department Dean Ph.D, MS, Capella University MPH, Kaplan University	
Carrie Daninhirsch Vice President of Academic Affairs MS, Lesley College BS, Northeastern University	Orlando	Sandra Bogenrief, MSN, MBA, RN Dean of Nursing BSN, Bethel College MSN/MBA, Grand Canyon University	St. Cloud	Linda Kennedy Interim Department Dean MBA, Benedictine College BS, University of Illinois-Chicago	
Lynne Croteau Regional Dean – South Central Region MBA, MHRM, Keller Graduate School of Management of DeVry University BS, Westfield State College	Orlando	Lynette Barcewicz Academic Dean Campus Accommodations Coordinator MEd, Framingham State University BA, University of California-Santa Barbara	Tampa/Brandon	Jeremy Barthels DC, Northwestern Health Sciences University MA, Creighton University BS, University of Wisconsin-La Crosse	
Jennifer Ayotte Assistant Vice President of Undergraduate Education MS, St. Joseph's University BFA, University of Missouri – Columbia	Orlando	Stephanie Yackel, DNP, RN Dean of Nursing DNP, American Sentinel University MAN, Bethel University BSN, Bethel College	Tampa/Brandon	Dr. John Smith-Coppes, EdD, MBA Vice President and Executive Director of Nursing EdD, Benedictine University; MBA, Bethel University; BACC, University of San Diego	
Jennifer Moorhead Department Dean, School of Business, General Education MBA, BS, University of Central Florida	Orlando	Maura Stafford Associate Dean of Nursing DNP, MSN, University of South Florida BSN, University of Panama	Tampa/Brandon	Michelle Howard, MSN, RN, CNS, CHSE National Simulation Director MSN, Liberty University; BSN, Southwest Baptist University	
Allison Hamilton Associate Dean of Nursing DNP, Nova Southeastern University MSN, University of Phoenix BSN, Florida, A & M University	Orlando	Rebecca Hastings Dean of Nursing MSN, University of Phoenix MPH, A.T. Still's University BS, Bellevue University ADN, Neosho County Community College	Topeka	Kristopher Kallies, MSN, RN Dean of Nursing MS and BS, The University of Arizona; ADN, Minneapolis Community and Technical College; LPN, Hennepin Technical College	Bloomington
Lauren Ramirez Associate Dean – Southcentral Region Medical Assisting Program Coordinator Campus Accommodations Coordinator MPH, Benedictine University BS, University of South Florida	Orlando	Joan Rich, DNP, RN, PHN, FCN Vice President, School of Nursing DNP, Johns Hopkins University School of Nursing MLS, University of Minnesota BA, College of St. Scholastica FCN, Concordia College	Twin Cities	Joni Vaughn, DNP, RN Associate Dean of Nursing DNP and MSN, Regis University of Colorado; DSN, Marycrest University of Iowa	Bloomington
Jennifer Stoker Associate Dean – South Central Region MA, Lewis University BA, University of Central Florida	Orlando	Brooks Doherty Assistant Vice President – Academic Innovation MA, University College – London BA, University of Minnesota	Twin Cities	Sarah Kacena, PH, MSN Associate Dean of Nursing Rasmussen University In process of receiving Doctorate of Nursing Practice, Grand Canyon University; MSN, Western Governors University; BSN, University of North Dakota; ADN, Northland Community and Technical College	Bloomington
Etta Steed Academic Dean Campus Accommodations Coordinator DM, University of Phoenix MBA, University of Phoenix School BS, University of Louisville	Overland Park / Topeka	Matthew Seggaard Assistant Vice President of Institutional Research and Assessment PhD, University of Minnesota MA, Ohio University MA, BA, Bowling Green State University	Twin Cities	Shirl Pelham-Bennett, DNP, RN, CHE Associate Dean of Nursing, NOL DNP, Chamberlain University; MSN, Regis University; BSN, East Stroudsburg University, School of Nursing	
Cynthia Lancaster Associate Dean of Nursing MSN, BS, MidAmerica Nazarene University	Overland Park / Topeka	Kailyn Hauck Assistant Vice President of Learning and Teaching MS, BS, St. Cloud State University	Twin Cities	Rayette Heise, MSN, RN Dean of Nursing MSN, Chamberlain University; BAN, College of St. Scholastica	Blaine
Caroline Gulbrandsen Academic Dean Campus Accommodations Coordinator EdD, Argosy University MEd, Florida Atlantic University BA, University of South Florida	Rockford	Matthew Otremba Director of Training and Development, Academic Affairs MFA, University of Houston BA, University of St. Thomas	Twin Cities	Audrey Charchenko, DNP, RN Associate Dean of Nursing DNP, University of Mary, Bismarck, ND; MSN: Nursing Administration, University of Mary, Bismarck, ND; BSN, Dickinson State University, Dickinson, ND	Fargo
Stacy McNall Dean of Nursing MSN, University of Phoenix BA, Pepperdine University ADN, Blackhawk Technical College	Rockford	Jamie Kahon, DC Academic Dean Campus Accommodations Coordinator DC, BS, Northwestern University of Health Sciences BS, University of Wisconsin-Stevens Point	Wausau / Bachelor Completer	Jacqueline James, MSN, RN Lake Elmo/Woodbury Associate Dean of Nursing MSN-Ed, Western Governor's University; BSN, Minnesota State Mankato	
Alexandra Torres, MSN, MBA, RN	Romeoville/Joliet	Jennifer Koback Dean of Nursing MSN, Grand Canyon University BSN, University of Wisconsin – Eau Claire	Wausau	Linda Taylor, PhD, RN, CNE Associate Dean PhD, University of Wisconsin – Milwaukee; MSN, Northern Illinois University; BS, Rockford College	Rockford
Regional Dean of Nursing DNP, South University MSN/MBA, University of Tampa BSN, University of South Florida				Elizabeth Pacheco, DNP, MSN, RN, CWCN, ADN	Aurora
				Associate Dean of Nursing DNP, Chamberlain University; MSN, Chamberlain University; BSN, Columbia College Recinto de Yauco; ADN, Columbia College Recinto de Yauco	

Sandy Boffa, PhD, MSN, RN, CHPN
Romeoville/Joliet

Associate Dean of Nursing
MSN and BSN, Chamberlain University

Lisa Johnson, MSN/Ed, RN, LPN Fort Myers

Associate Dean of Nursing
MSN/Ed, Walden University; ADN, Rasmussen University;
LPN, Lorenzo Walker Institute of Technology

Alexandria Carey, MSN MBA-HC, RN, CNE, CPEN, CEN
Ocala

Associate Dean of Nursing
MSN and MBA-HC, University of Phoenix;
BSN, California State University Northridge

Jamie Magana, MSN, RN Topeka/Overland Park

Associate Dean of Nursing
MSN, University of Kansas; BSN, Emporia State University

GENERAL EDUCATION AND DEVELOPMENTAL EDUCATION

Brooks Doherty Twin Cities

Assistant Vice President – Academic Innovation
MA, University College London
BA, University of Minnesota

Jennifer Moorhead

Department Dean
MBA, BS, University of Central Florida

Carly Hearn

General Education Coordinator
MA, BA, North Dakota State University

FACULTY

Please refer to the faculty list maintained on the catalog page
of the Rasmussen University website.

LIBRARY AND LEARNING SERVICES

Jon Mladic

Dean of Library and Learning Services
MA, DePaul University
BA, Illinois Wesleyan University

BethMarie Gooding

Associate Dean of Library
MS, MLS, Indiana University
BA, University of Iowa
ADN, Rasmussen University

Cassandra Feidt

Learning Services Coordinator
MA, Northwestern State University of Louisiana
BA, Marquette University

Tammy Hopps

Learning Services Coordinator
MA, Benedictine University
BA, University of Minnesota

Kristine Keuntjes

Learning Services Coordinator
MA, University of Florida
BA, University of Florida

Bethany Marston

Learning Services Coordinator
MSEd, Northern Illinois University
BS, University of Illinois

Bonnie Ostrand

Learning Services Coordinator
MS, Northern Illinois University
BA, North Central College

Anna Phan

Learning Services Coordinator
MA, University of Tokyo
BA, College of St. Benedict
AS, Rasmussen University

Katherine Anderson

Librarian
MLIS, University of Wisconsin
BA, University of Wisconsin

Emily Gilbert

Librarian
MLIS, Drexel University
BA, Carthage College

Ashley Guy

Librarian
MLIS, University of Wisconsin-Madison
BA, University of Wisconsin-La Crosse

Dennis Johnson

Librarian
MLIS, Dominican University
BA, Winona State University

Jan McCartney

Librarian
MLIS, Florida State University
BA, Saint Leo University

Suzanne Schrieffer

Librarian
MA, University of Michigan
MBA, University of Detroit
BA, University of Michigan

Sara Stambaugh

Librarian
MEd, Hamline University
MLIS, St. Catherine University
BA, St. Catherine University



LOCATIONS

ILLINOIS

Aurora/Naperville

2363 Sequoia Drive
Aurora, IL 60506
630-888-3500

Rockford

6000 East State Street
Rockford, IL 61108
815-316-4800

Mokena / Tinley Park

8650 West Spring Lake Road
Mokena, IL 60448
815-534-3300

Romeoville/Joliet

1400 West Normantown Road
Romeoville, IL 60446
815-306-2600

KANSAS

Kansas City / Overland Park

11600 College Boulevard
Overland Park, KS 66210
913-491-7870

Topeka

620 Southwest Governor View
Topeka, KS 66606
785-228-7320

NORTH DAKOTA

Fargo

4012 19th Avenue Southwest
Fargo, ND 58103
701-277-3889

WISCONSIN

Green Bay

904 South Taylor Street
Green Bay, WI 54303
920-593-8400

Wausau

1101 Westwood Drive
Wausau, WI 54401
715-841-8000

NATIONAL ONLINE

1-866-967-7042

LEARNING CENTER

Centro de Aprendizaje

3948 West 55th Street
Chicago, IL 60632
773-987-3270

FLORIDA

Fort Myers

9160 Forum Corporate Parkway
Fort Myers, FL 33905
239-477-2100

Central Pasco

16418 State Road 54
Odessa, FL 33556
813-435-3601

Ocala

4755 Southwest 46th Court
Ocala, FL 34474
352-629-1941

Ocala School of Nursing

1227 SW 17th Avenue
Ocala, FL 34471-0536
352-291-0865

Orlando

385 Douglas Avenue,
Suite 1000
Altamonte Springs, FL 32714
407-635-8250

Tampa/Brandon

4042 Park Oaks Boulevard
Tampa, FL 33610
813-246-7600

MINNESOTA

Blaine

3629 95th Avenue Northeast
Blaine, MN 55014
763-795-4720

Lake Elmo / Woodbury

8565 Eagle Point Circle
Lake Elmo, MN 55042
651-259-6600

Bloomington

4400 West 78th Street
Bloomington, MN 55435
952-545-2000

Mankato

1400 Madison Avenue
Mankato, MN 56001
507-625-6556

Brooklyn Park / Maple Grove

8301 93rd Avenue North
Brooklyn Park, MN 55445
763-493-4500

Moorhead

1250 29th Avenue South
Moorhead, MN 56560
218-304-6200

Eagan

3500 Federal Drive
Eagan, MN 55122
651-687-9000

St. Cloud

226 Park Avenue South
St. Cloud, MN 56301
320-251-5600

ADDENDUM
to the
Rasmussen University Catalog 2021

ADDENDUM to the Rasmussen University Catalog 2021

June 15, 2021

PROGRAM PAGES

p. 14, Business Management Bachelor's Degree (6/3/2021)

In the notes after total degree credits, delete and replace the sentence regarding the competency-based education (CBE) courses with the following:

Competency-based education (CBE) courses within this program are indicated in italics.

p. 16, Master of Business Administration (3/26/21)

Delete and replace the Acceptance Requirements with the following:

ACCEPTANCE REQUIREMENTS

To be considered for admission, applicants must submit an official transcript from a regionally or nationally accredited institution of higher learning as recognized by the U. S. Department of Education or the Council on Higher Education Accreditation (CHEA) documenting (1) a conferred bachelor's degree with a cumulative GPA of 2.75 (no rounding) or higher, or (2) an official transcript documenting a conferred graduate-level certificate, master's degree, or doctoral degree, or a minimum of 16 graduate level credits, with a cumulative GPA of 3.0 (no rounding) or higher. Applicants with a GPA of 2.5 (no rounding) to 2.74 may request an exception to the minimum 2.75 cumulative GPA requirement through the submission of a personal statement in the form of a written essay. Instructions and a scoring rubric for submitting a request for an exception may be obtained from the Admissions Advisor. The scoring of the committee will be final.

p. 22, Master of Human Resources Management (3/26/21)

Delete and replace the Acceptance Requirements with the following:

ACCEPTANCE REQUIREMENTS

To be considered for admission, applicants must submit an official transcript from a regionally or nationally accredited institution of higher learning as recognized by the U. S. Department of Education or the Council on Higher Education Accreditation (CHEA) documenting (1) a conferred bachelor's degree with a cumulative GPA of 2.75 (no rounding)

or higher, or (2) an official transcript documenting a conferred graduate-level certificate, master's degree, or doctoral degree, or a minimum of 16 graduate level credits, with a cumulative GPA of 3.0 (no rounding) or higher. Applicants with a GPA of 2.5 (no rounding) to 2.74 may request an exception to the minimum 2.75 cumulative GPA requirement through the submission of a personal statement in the form of a written essay. Instructions and a scoring rubric for submitting a request for an exception may be obtained from the Admissions Advisor. The scoring of the committee will be final.

p. 39, Pharmacy Technician Certificate (4/20/21)

In the notes after total certificate credits, add the following:

Registration as a Pharmacy Technician is required by the Minnesota Board of Pharmacy in order to participate in your practicum experience. Registration must be completed by Week 1 or placement may be delayed. Rasmussen University will provide a one-time reimbursement to students for the registration fee.

p. 41, Healthcare Associate's Degree - Pharmacy Technician Specialization (4/20/21)

In the notes after program credits, add the following:

Registration as a Pharmacy Technician is required by the Minnesota Board of Pharmacy in order to participate in your practicum experience. Registration must be completed by Week 1 or placement may be delayed. Rasmussen University will provide a one-time reimbursement to students for the registration fee.

p. 48, Master of Healthcare Administration (3/26/21)

Delete and replace the Acceptance Requirements with the following:

ACCEPTANCE REQUIREMENTS

To be considered for admission, applicants must submit an official transcript from a regionally or nationally accredited institution of higher learning as recognized by the U. S. Department of Education

ADDENDUM to the Rasmussen University Catalog 2021

June 15, 2021

or the Council on Higher Education Accreditation (CHEA) documenting (1) a conferred bachelor's degree with a cumulative GPA of 2.75 (no rounding) or higher, or (2) an official transcript documenting a conferred graduate-level certificate, master's degree, or doctoral degree, or a minimum of 16 graduate level credits, with a cumulative GPA of 3.0 (no rounding) or higher. Applicants with a GPA of 2.5 (no rounding) to 2.74 may request an exception to the minimum 2.75 cumulative GPA requirement through the submission of a personal statement in the form of a written essay. Instructions and a scoring rubric for submitting a request for an exception may be obtained from the Admissions Advisor. The scoring of the committee will be final.

p. 49, Master of Public Health (3/26/21)

Delete and replace the Acceptance Requirements with the following:

ACCEPTANCE REQUIREMENTS

To be considered for admission, applicants must submit an official transcript from a regionally or nationally accredited institution of higher learning as recognized by the U. S. Department of Education or the Council on Higher Education Accreditation (CHEA) documenting (1) a conferred bachelor's degree with a cumulative GPA of 2.75 (no rounding) or higher, or (2) an official transcript documenting a conferred graduate-level certificate, master's degree, or doctoral degree, or a minimum of 16 graduate level credits, with a cumulative GPA of 3.0 (no rounding) or higher. Applicants with a GPA of 2.5 (no rounding) to 2.74 may request an exception to the minimum 2.75 cumulative GPA requirement through the submission of a personal statement in the form of a written essay. Instructions and a scoring rubric for submitting a request for an exception may be obtained from the Admissions Advisor. The scoring of the committee will be final.

p. 53, Physical Therapist Assistant Associate's Degree (6/3/21)

In the notes after total degree credits, delete and replace the paragraphs regarding the Commission on Accreditation in Physical Therapy Education (CAPTE) accreditation at the Brooklyn Park/Maple Grove and Central Pasco campuses with the following:

The Physical Therapist Assistant Program at Rasmussen University – Brooklyn Park/Maple Grove is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, VA 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>. The program's current status is probationary accreditation; for more information see <http://www.capteonline.org/WhatWeDo/RecentActions/PublicDisclosureNotices/>. If needing to contact the program/institution directly, please call 763-496-6022 or email Laura.Miele@rasmussen.edu.

The Physical Therapist Assistant Program at Rasmussen University – Central Pasco is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, VA 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org. The program's current status is probationary accreditation; for more information see <http://www.capteonline.org/WhatWeDo/RecentActions/PublicDisclosureNotices/>. If needing to contact the program/institution directly, please call 813-435-3645 or email Tania.Tablinsky@rasmussen.edu.

p. 53, Physical Therapist Assistant Associate's Degree (4/20/21)

In the notes after total degree credits, delete and replace the paragraph regarding the Commission on Accreditation in Physical Therapy Education (CAPTE) with the following:

Effective October 29, 2019, Rasmussen University – Ocala has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100 Alexandria, VA 22305-3085; phone: 703-706-3245; email: accreditation@apta.org. If needing to contact the program/institution directly, please call (352) 291-8512 or email Jeanne.Smith@rasmussen.edu.

p. 54, Radiologic Technology Associate's Degree (6/15/21)

Delete and replace the JRCERT accreditation statement in the notes after total degree credits with the following:

ADDENDUM to the Rasmussen University Catalog 2021

June 15, 2021

The following Radiologic Technology Associate degree programs at Rasmussen University are accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT):

- Central Pasco campus in Florida was awarded initial accreditation in 2018 for a period of 3 years.
- Fort Myers campus in Florida was awarded initial accreditation in 2021 for a period of 3 years.
- Lake Elmo/Woodbury campus in Minnesota was awarded initial accreditation in 2018 for a period of 3 years.
- Ocala campus in Florida was awarded initial accreditation in 2020 for a period of 3 years.

Joint Review Committee on Education in Radiologic Technology
20 North Wacker Drive, Suite 2850
Chicago, Illinois 60606-3182
Mail@jrcert.org
312-704-5300

p. 58, Law Enforcement Associate's Degree
(5/3/21)

Delete and replace part 3(b) of the Acceptance Requirements with the following:

b. Provide official college transcripts. Official transcripts must be received by the University no later than the sixth business day of the first quarter of enrollment in a Law Enforcement program.

p. 60, Law Enforcement Academic Certificate
(5/3/21)

Delete and replace part 3(b) of the Acceptance Requirements with the following:

b. Provide official college transcripts. Official transcripts must be received by the University no later than the sixth business day of the first quarter of enrollment in a Law Enforcement program.

p. 61, Law Enforcement Skills Certificate
(6/15/21)

This program is no longer available for enrollment by new students or re-entering students.

p. 61, Law Enforcement Skills Certificate (5/3/21)

Delete and replace part 3(b) of the Acceptance Requirements with the following:

b. Provide official college transcripts. Official transcripts must be received by the University no later than the sixth business day of the first quarter of enrollment in a Law Enforcement program.

p. 64-65, Practical Nursing Diploma (5/3/21)

Delete and replace the background check paragraph in the notes section with the following:

In addition to meeting all other admissions requirements, Minnesota applicants enrolled through the Brooklyn Park/Maple Grove, Eagan, or Mankato campuses must successfully pass a background check through the Minnesota Department of Human Services. In addition to meeting all other admissions requirements, Minnesota applicants enrolled through the Moorhead or St. Cloud campuses must successfully pass two background checks: one through Rasmussen University's chosen third-party vendor, and one through the Minnesota Department of Human Services.

p. 66-67, Professional Nursing Associate's Degree (5/3/21)

Delete and replace the background check paragraph in the notes section with the following:

In addition to meeting all other admissions requirements, Minnesota applicants enrolled through Mankato must successfully pass a background check through the Minnesota Department of Human Services. In addition to meeting all other admissions requirements, Minnesota applicants enrolled through Blaine, Bloomington, Lake Elmo / Woodbury, Moorhead, or St. Cloud must successfully pass two background checks— one through Rasmussen University's chosen third-party vendor, and one through the Minnesota Department of Human Services.

p. 69, Bachelor of Science in Nursing – RN to BSN (5/3/21)

Add the following section to the program page:

MASTER'S-LEVEL COURSE SUBSTITUTIONS: Eligible students enrolled in this program may elect to substitute specific master's-level courses for certain

ADDENDUM to the Rasmussen University Catalog 2021

June 15, 2021

bachelor's-level courses as displayed on the table below. See the Eligibility to Substitute Master's-Level Course while Enrolled in a Bachelor's Program policy for more information.

Bachelor's Level Course	Master's-Level Course Substitution
NUR3472 Emerging Healthcare Technologies	NGR5013 Foundations of Advanced Nursing Practice
Bachelor's-Level Course Elective Pool (One required)	Master's-Level Course Substitution*
NUR3738 Integrative Nursing	NGR5800 Leading Healthcare Transformation
NUR3894 Contemporary Issues in Nursing	
NUR3907 Scholarly Communication in Nursing	

*Master's courses are 11-weeks in length and are solely offered as competency-based education (CBE) courses. Master's courses may not transfer into all master's degrees. Master's degrees may not be offered in all states and may not be offered in the same states in which bachelor's degrees are offered.

p. 71, Bachelor of Science in Nursing - Standard Entrance Accelerated BSN (A-BSN) (5/3/21)

Add the following section to the program page:

MASTER'S-LEVEL COURSE SUBSTITUTIONS: Eligible students enrolled in this program may elect to substitute specific master's-level courses for certain bachelor's-level courses as displayed on the table below. See the Eligibility to Substitute Master's-Level Course while Enrolled in a Bachelor's Program policy for more information.

Bachelor's-Level Course Elective Pool (Two required)	Master's-Level Course Substitution* (Select up to two)
NUR3738 Integrative Nursing	NGR5013 Foundations of Advanced Nursing Practice
NUR3894 Contemporary Issues in Nursing	NGR5800 Leading Healthcare Transformation

NUR3907 Scholarly Communication in Nursing

*Master's courses are 11-weeks in length and are solely offered as competency-based education (CBE) courses. Master's courses may not transfer into all master's degrees. Master's degrees may not be offered in all states and may not be offered in the same states in which bachelor's degrees are offered.

p. 71, Bachelor of Science in Nursing - Standard Entrance Accelerated BSN (A-BSN) (4/20/21)

In the notes after total degree credits, add the following:

LPN-RN BRIDGE

Students who hold a current unencumbered practical nursing license (LPN/LVN) will receive credit for NUR 1055 Introduction to Nursing (4 credits), NUR 2243 Professional Nursing Skills I (3 credits), and NUR 2356 Multidimensional Care I (5 credits) in the Bachelor of Science in Nursing 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 42 credits in successfully completed applicable General Education coursework. Graduates of the Rasmussen University Practical Nursing Diploma program will receive credit for HUN 2000 Human Nutrition, ENC 1101 English Composition, and MAT 1222 Algebra courses the student completed in the Practical Nursing Diploma program (for a total of 12 fulfilled credits). Students must successfully complete all remaining coursework in the Bachelor of Science in Nursing program to earn this degree.

p. 73, Bachelor of Science in Nursing - Second Degree Accelerated BSN (A-BSN) (4/20/21)

In the notes after total degree credits, add the following:

LPN-RN BRIDGE

Students who hold a current unencumbered practical nursing license (LPN/LVN) will receive credit for NUR 1055 Introduction to Nursing (4 credits), NUR 2243 Professional Nursing Skills I (3 credits), and NUR 2356 Multidimensional Care I (5 credits) in the Bachelor of Science in Nursing program. The student's credential will be reviewed,

ADDENDUM to the Rasmussen University Catalog 2021

June 15, 2021

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 42 credits in successfully completed applicable General Education coursework. Graduates of the Rasmussen University Practical Nursing Diploma program will receive credit for HUN 2000 Human Nutrition, ENC 1101 English Composition, and MAT 1222 Algebra courses the student completed in the Practical Nursing Diploma program (for a total of 12 fulfilled credits). Students must successfully complete all remaining coursework in the Bachelor of Science in Nursing program to earn this degree.

p. 74, Master of Science in Nursing (3/15/21)

In the notes after total degree credits, delete and replace the paragraph regarding a college-level Statistics course with the following:

MSN students must demonstrate successful completion of a college-level Statistics course as a prerequisite or co-requisite to NGR 5000 and NGR 5100. When this requirement needs to be completed, the student may complete either STA1625 Essential Statistics and Analytics or STA3215 Inferential Statistics and Analytics in a 5.5-week format by either: (1) concurrently enroll as an Individual Progress student their first quarter and complete the Statistics course while taking Nursing courses, or (2) enroll as an Individual Progress student and complete the Statistics course before taking Nursing courses. This course is not eligible for financial aid.

p. 75, Doctor of Nursing Practice (3/15/21)

Delete and replace the Acceptance Requirements with the following:

ACCEPTANCE REQUIREMENTS

Applicants must submit an application packet containing:

- A completed program application form
- Professional Essay, as prescribed in the application packet
- Two professional statements of recommendation
- A current curriculum vitae or resume
- An active, unencumbered RN license from the state where clinical hours will be completed
- Official transcripts that reflect either a Master's in Nursing degree from an accredited nursing

program; or a baccalaureate degree in nursing from an accredited program (CCNE, ACEN, CNEA) and a master's degree in related field:

- o For APRN applicants, submit evidence of national certification in your role/population. Acceptable documentation of certification includes the ANCC/AANP certificate, wallet card, or verification letter (and must include the certification number and expiration date).
- o For all other master's-prepared applicants, submit syllabi (or other official documentation) for any post-baccalaureate practicum course(s). These will be reviewed and evaluated to determine whether clinical hours can be applied to the DNP.

- o Minimum GPA of 3.0 in the master's degree program (no appeal process is available to request waiver of requirement)

p. 78, Information Technology Project Management Certificate (5/3/21)

Effective July 6, 2021, delete and replace the Acceptance Requirements section with the following:

ACCEPTANCE REQUIREMENTS

To be considered for admission, students must provide transcripts from an institution accredited by a U.S. Department of Education recognized accreditor that demonstrates one of the following:

- a. a conferred associate's degree in a related field, as listed below; or
- b. a conferred associate's degree or higher in an unrelated field; or
- c. prior successful completion of at least 60 quarter or 40 semester credits of college-level coursework with a grade of C or higher.

Lower-level prerequisite course requirements will be waived for students with a conferred associate degree or higher from the following approved field-related programs:

- Information Technology
- Information Technology Management
- Information Systems
- Information Systems Management
- Computer Information Systems
- Computer Information Technology
- Management of Information Systems

Prospective students with an unrelated associate's degree or higher, or at least 60 eligible quarter

ADDENDUM to the Rasmussen University Catalog 2021

June 15, 2021

credits or 40 eligible semester credits may be considered for this program as specified below:

- Students may be required to take additional lower-level prerequisite courses when comparable courses have not been completed within the past three (3) years. Prerequisite courses a student may be required to complete include: CIS1538C Hardware and Software I, CIS1648C Hardware and Software II, CNT1244C Introduction to Networks, and CTS2511 Excel. The Excel course requirement is not subject to a time limit.

p. 79, Information Technology Management Bachelor's Degree (6/3/21)

Effective July 6, 2021, delete and replace the Acceptance Requirements section with the following:

ACCEPTANCE REQUIREMENTS

This is a bachelor-completer program. To be considered for admission, students must provide transcripts from an institution accredited by a U.S. Department of Education recognized accreditor that demonstrates one of the following:

- a conferred associate's degree in a related field, as listed below; or
- a conferred associate's degree or higher in an unrelated field; or
- prior successful completion of at least 60 quarter or 40 semester credits of college-level coursework with a grade of C or higher.

Students who transfer a conferred associate degree or higher from the following approved field-related programs will receive a block transfer of 90 lower-level quarter credits:

- Information Technology
- Information Technology Management
- Information Systems
- Information Systems Management
- Computer Information Systems
- Computer Information Technology
- Management of Information Systems

Prospective students with an unrelated associate's degree or higher, or at least 60 eligible quarter credits or 40 eligible semester credits may be considered for this program as specified below:

- Students may be required to take additional lower-level prerequisite courses when comparable courses have not been completed within the past three (3) years. Prerequisite courses a student may be required to complete include: CIS1538C Hardware and Software I, CIS1648C Hardware and Software II, CNT1244C Introduction to Networks, and CTS2511 Excel. The Excel course requirement is not subject to a time limit.
- Students who have fewer than 90 transferable quarter credits will be required to take additional lower-level coursework. The additional coursework will be determined by Rasmussen University based upon a predetermined elective pool appropriate for the program of enrollment.

p. 82, Administrative Cyber Security Certificate (5/3/21)

Effective July 6, 2021, delete and replace the Acceptance Requirements section with the following:

ACCEPTANCE REQUIREMENTS

To be considered for admission, students must provide transcripts from an institution accredited by a U.S. Department of Education recognized accreditor that demonstrates one of the following:

- a conferred associate's degree in a related field, as listed below; or
- a conferred associate's degree or higher in an unrelated field; or
- prior successful completion of at least 60 quarter or 40 semester credits of college-level coursework with a grade of C or higher.

Lower-level prerequisite course requirements will be waived for students with a conferred associate degree or higher from the following approved field-related programs:

- Network Systems Administration
- Networking Technology
- Computer Network Systems
- Computer Network Administration
- Network Security
- Network Administration and Security

Prospective students with an unrelated associate's degree or higher, or at least 60 eligible quarter

ADDENDUM to the Rasmussen University Catalog 2021

June 15, 2021

credits or 40 eligible semester credits may be considered for this program as specified below:

- Students may be required to take additional lower-level prerequisite courses when comparable courses have not been completed within the past three (3) years. Prerequisite courses a student may be required to complete include: CET2522C Cisco Network Routing and Switching, CIS2647C Windows Directory Services; CNT1244C Introduction to Networks, and ISM2321 Managing Information Security.

p. 83, Technical Cyber Security Certificate (5/3/21)

Effective July 6, 2021, delete and replace the Acceptance Requirements section with the following:

ACCEPTANCE REQUIREMENTS

To be considered for admission, students must provide transcripts from an institution accredited by a U.S. Department of Education recognized accreditor that demonstrates one of the following:

- a. a conferred associate's degree in a related field, as listed below; or
- b. a conferred associate's degree or higher in an unrelated field; or
- c. prior successful completion of at least 60 quarter or 40 semester credits of college-level coursework with a grade of C or higher.

Lower-level prerequisite course requirements will be waived for students with a conferred associate degree or higher from the following approved field-related programs:

- Network Systems Administration
- Networking Technology
- Computer Network Systems
- Computer Network Administration
- Network Security
- Network Administration and Security

Prospective students with an unrelated associate's degree or higher, or at least 60 eligible quarter credits or 40 eligible semester credits may be considered for this program as specified below:

- Students may be required to take additional lower-level prerequisite courses when comparable courses have not been completed within the past three (3) years. Prerequisite courses a student may be

required to complete include: CET2522C Cisco Network Routing and Switching, CIS2647C Windows Directory Services; CNT1244C Introduction to Networks, and ISM2321 Managing Information Security.

p. 84, Cyber Security Bachelor's Degree (6/3/21)

Effective July 6, 2021, delete and replace the Acceptance Requirements section with the following:

ACCEPTANCE REQUIREMENTS

This is a bachelor-completer program. To be considered for admission, students must provide transcripts from an institution accredited by a U.S. Department of Education recognized accreditor that demonstrates one of the following:

- a. a conferred associate's degree in a related field, as listed below; or
- b. a conferred associate's degree or higher in an unrelated field; or
- c. prior successful completion of at least 60 quarter or 40 semester credits of college-level coursework with a grade of C or higher.

Students who transfer a conferred associate degree or higher from the following approved field-related programs will receive a block transfer of 90 lower-level quarter credits:

- Network Systems Administration
- Networking Technology
- Computer Network Systems
- Computer Network Administration
- Network Security
- Network Administration and Security

Prospective students with an unrelated associate's degree or higher, or at least 60 eligible quarter credits or 40 eligible semester credits may be considered for this program as specified below:

- Students may be required to take additional lower-level prerequisite courses when comparable courses have not been completed within the past three (3) years. Prerequisite courses a student may be required to complete include: CET2522C Cisco Network Routing and Switching, CIS2647C Windows Directory Services, CNT1244C Introduction to Networks, and ISM2321 Managing Information Security.

ADDENDUM to the Rasmussen University Catalog 2021

June 15, 2021

- Students who have fewer than 90 transferable quarter credits will be required to take additional lower-level coursework. The additional coursework will be determined by Rasmussen University based upon a predetermined elective pool appropriate for the program of enrollment.

p. 86, Computer Science Bachelor's Degree

(6/3/21)

Effective July 6, 2021, delete and replace the Acceptance Requirements section with the following:

ACCEPTANCE REQUIREMENTS

This is a bachelor-completer program. To be considered for admission, students must provide transcripts from an institution accredited by a U.S. Department of Education recognized accreditor that demonstrates one of the following:

- a conferred associate's degree in a related field, as listed below; or
- a conferred associate's degree or higher in an unrelated field; or
- prior successful completion of at least 60 quarter or 40 semester credits of college-level coursework with a grade of C or higher.

Students who transfer a conferred associate degree or higher from the following approved field-related programs will receive a block transfer of 90 lower-level quarter credits:

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

Prospective students with an unrelated associate's degree or higher, or at least 60 eligible quarter credits or 40 eligible semester credits may be considered for this program as specified below:

- Students may be required to take additional lower-level prerequisite courses when comparable courses have not been completed within the past three (3) years. Prerequisite courses a student may be required to complete include: CGS1820C

Introduction to HTML, CNT1244C
Introduction to Networks, COP1532C
Database Fundamentals for Programmers,
and COP2268C Java Programming.

- Students who have fewer than 90 transferable quarter credits will be required to take additional lower-level coursework. The additional coursework will be determined by Rasmussen University based upon a predetermined elective pool appropriate for the program of enrollment.

p. 87, Data Analytics Bachelor's Degree (3/26/21)

Effective February 10, 2021, delete and replace the Data Analytics Bachelor's Degree program page and replace it with the new version contained at the end of this addendum. Effective July 6, 2021, delete and replace the Acceptance Requirements section with the following:

ACCEPTANCE REQUIREMENTS

This is a bachelor-completer program. To be considered for admission, students must provide transcripts from an institution accredited by a U.S. Department of Education recognized accreditor that demonstrates one of the following:

- a conferred associate's degree in a related field, as listed below; or
- a conferred associate's degree or higher in an unrelated field; or
- prior successful completion of at least 60 quarter or 40 semester credits of college-level coursework with a grade of C or higher.

Students who transfer a conferred associate degree or higher from the following approved field-related programs will receive a block transfer of 90 lower-level quarter credits:

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

Prospective students with an unrelated associate's degree or higher, or at least 60 eligible quarter credits or 40 eligible semester credits may be considered for this program as specified below:

ADDENDUM to the Rasmussen University Catalog 2021

June 15, 2021

- Students may be required to take additional lower-level prerequisite courses when comparable courses have not been completed within the past three (3) years. Prerequisite courses a student may be required to complete include: COP1350C C++ Programming, COP1532C Database Fundamentals for Programmers, and STA1625 Essential Statistics and Analytics. The Essential Statistics and Analytics course requirement is not subject to a time limit.
- Students who have fewer than 90 transferable quarter credits will be required to take additional lower-level

coursework. The additional coursework will be determined by Rasmussen University based upon a predetermined elective pool appropriate for the program of enrollment.

p. 88, Master of Science in Data Science (3/26/21)
Effective April 5, 2021, the Master of Science in Data Science program is no longer available to new starts and reentering students.

COURSE DESCRIPTIONS

Delete and replace the course description with the following:

EEC 1971 Early Childhood Education Exploration II: Planning
40 hours, 4 credits

This course continues to focus on early childhood education as a profession and practice from the perspective of planning for the learning environment. It explores the early childhood education environment, schedule, routines, experiences and learning activities. It continues the conversation on developmentally appropriate practices including demonstrating a respect for diversity and equity.

Prerequisite: EEC 1970 Early Childhood Education Exploration I: Knowledge

MAR 3817 Search Engine Optimization and Marketing Strategies
40 hours, 4 credits

This course examines the history of search engine optimization (SEO), the evolution of SEO, and the

three basic stages of getting long-form blog content to rank in organic search engines. Application of keyword strategies, local and off-page SEO techniques, developing an account structure, and defining success metrics are examined. This course also provides hands-on experience developing and optimizing campaigns. Prerequisite: None

Delete and replace the pre- or co-requisite statement with the following:

NUR 3561 Practical Excellence through Innovation

Prerequisites: NUR 3472 Emerging Healthcare Technologies and Innovation, or NGR 5013 Foundations of Advanced Nursing Practice

ACADEMIC INFORMATION AND UNIVERSITY POLICIES

p. 132, Student Location (3/26/21)

Delete and replace the entire policy with the following, and move it to page 169 to appear

immediately before Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act:

ADDENDUM to the Rasmussen University Catalog 2021

June 15, 2021

Student Location

The state in which a student is located is determined from their address in Rasmussen's student information system. The student information system is populated with the address from the student's application at the time of initial enrollment. A student's address may be updated at any time by the student (via the Student Portal), or by university personnel acting at the student's request. Relocation to another state after enrollment may adversely impact the student's ability to complete the program.

p. 133, Background Checks (5/3/21)

Delete and replace the final five paragraphs (which appear after the "At all Minnesota campuses...." paragraph) with the following:

At the Blaine, Bloomington, Brooklyn Park / Maple Grove, Eagan, Lake Elmo / Woodbury, Mankato, and St. Cloud campuses in Minnesota, the following programs require a Minnesota Department of Human Services background check for admission.

- Bachelor of Science in Nursing – Standard Entrance A-BSN
- Bachelor of Science in Nursing – Second-Degree A-BSN
- Medical Assisting Diploma

At the Blaine, Bloomington, Brooklyn Park / Maple Grove, Eagan, Lake Elmo / Woodbury, Mankato, and St. Cloud campuses in Minnesota, the following programs require two background checks for admission—one through Rasmussen University's chosen third-party vendor and one through the Minnesota Department of Human Services. An additional general background check may also be required during active enrollment prior to practicum or clinical placement depending on site requirements.

- Medical Laboratory Technician
- Physical Therapist Assistant
- Radiologic Technology
- Surgical Technologist

At the Moorhead and St. Cloud campuses in Minnesota and the Fargo campus in North Dakota, the following programs require two background checks for admission— one through Rasmussen

University's chosen third-party vendor and one through the Minnesota Department of Human Services. An additional general background check may also be required during active enrollment 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

At the Brooklyn Park / Maple Gove, Eagan, and Mankato campuses in Minnesota, the following programs require a Minnesota Department of Human Services background check for admission.

- Practical Nursing

At the Mankato campus in Minnesota, the following programs require a Minnesota Department of Human Services background check for admission.

- Professional Nursing

At the Blaine, Bloomington, and Lake Elmo / Woodbury campuses in Minnesota, the following programs require two background checks for admission— one through Rasmussen University's chosen third-party vendor and one through the Minnesota Department of Human Services. An additional general background check may also be required during active enrollment prior to practicum or clinical placement depending on site requirements.

- Professional Nursing

p. 135, Technical Requirements: 5. Remote Proctoring and Requirements (3/26/21)

Delete and replace the entire section with the following:

Remote Proctoring and Locked Web Browser Policy and Requirements

As part of an effort to use available technology to improve your learning experience by providing convenience, security, and cost-effective education, Rasmussen University requires students to use a locked web browser to enable remote proctoring in some, or all, courses within its academic programs. The use of locked web browser will require individual student activity to be recorded, both

ADDENDUM to the Rasmussen University Catalog 2021

June 15, 2021

audibly and visually, during certain assessment sessions. Biometric identifiers and information, which include but are not limited to voiceprints and facial geometry scans, may be collected and stored for the purpose of identifying and monitoring students. Other data related to individual student activity during assessment sessions may also be recorded by the locked web browser, including without limitation, the time taken by a student to answer specific inquiries on an assessment. The locked web browser may analyze the recordings through automated processes to generate additional data derived from the recordings, with the additional data being associated with individual students for use by Rasmussen in evaluating the recordings. The additional data, as well as the original recordings, may be evaluated by Rasmussen employees, including instructors, to review, assess, and analyze student performance and conduct, among other things, for the purpose of improving educational processes for students, including investigating student conduct violations. Rasmussen works with the locked web browser vendor to help ensure privacy regarding the recordings and to comply with federal regulations as to any information or data (including any of the video or audio recordings). Biometric identifiers and information Rasmussen collects from the locked web browser will be destroyed after the initial purpose for collecting or obtaining such identifiers or information has been satisfied, or within three years from the student's last interaction with the University.

The locked web browser must be downloaded and installed for use on the student's computer. Therefore, students must possess or have access to a computer that meets the Technical Requirements Policy's Basic Computer Requirements. Immediately before and during an assessment, the use of a webcam and microphone will be necessary. The webcam will be used to record the assessment and will capture the student's image, proof of federal or state photo identification, and an environmental scan of assessment surroundings. The microphone will be used to record the student's voice and any surrounding noises during the assessment.

Students are responsible for their conduct and activities arising during use of locked web browser

and for any information or data provided to or through the locked web browser. Rasmussen is not responsible for, nor liable for, any mistakes, inaccuracies, lack of usefulness, defamation, omissions, falsehood, obscenity or otherwise offensive material in any of the information or data provided through use of the locked web browser by users. Rasmussen does not, and has no obligation to, monitor, pre-screen nor pre-approve information or data, but Rasmussen shall nonetheless have the right (but not the obligation) in its sole discretion, to refuse, delete or move any information or data that is available via the locked web browser, for any reason, including a violation of any of policy.

Students agree that they will not infringe the intellectual property rights of others during use of the locked web browser. Students acknowledge that exams, assessments, and other materials of Rasmussen University are protected intellectual property and may not be copied or shared. Students also agree that Rasmussen is not responsible for protecting any intellectual property rights they, or another party, may assert in any information or data provided to the locked web browser.

p. 135, School of Nursing and School of Health Sciences Entrance Exam (3/15/21)

Delete and replace the first paragraph with the following:

Potential students who are interested in enrolling into Rasmussen University in a program that requires a TEAS admissions score will be given access by admissions to the online registration process for the School of Health Sciences and School of Nursing Entrance Exam (the Test of Essential Academic Skills, or "TEAS"). 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. Applicants not meeting the exam score requirement are allowed a maximum of five attempts, at any exam location, or for any program within a 12-month period. A minimum of one week (7 calendar days) between TEAS attempts is expected. TEAS attempts taken on or after June 1st, 2020, will count towards the five-attempt limit.

ADDENDUM to the Rasmussen University Catalog 2021

June 15, 2021

Any entrance exam results dated more than 365 days prior to submission of the signed Rasmussen University Enrollment Agreement will not be considered, with the following exception: students currently enrolled in a School of Nursing or School of Health Sciences 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 365 days for admission to another institution may, at their own expense, have the results transferred to Rasmussen University. Transferred scores will be verified by the University. 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 365-day time limit. Students who have left a Nursing program of study and wish to reenter into a TEAS-required program as an interrupted transfer must meet all eligibility requirements as set forth in the School of Nursing Reenter Policy; in this specific case, the initially qualifying TEAS score has a twelve-quarter expiration from the quarter of programmatic withdrawal (i.e., the quarter of reentry must be within the 12-quarter expiration period). Applicants transferring 63 or more credits into the Physical Therapist Assistant program are not required to take the TEAS exam. All applicants must meet the following composite score threshold(s):

p. 136, Tuition (3/15/21)

Within the School of Technology, the correct tuition for the Master of Science in Data Science program is \$155 per credit. Delete and replace the section in the catalog with the following:

	PART TIME	FULL TIME
SCHOOL OF TECHNOLOGY • Standard Tuition Rate (all programs except any listed below) – Master of Science in Data Science	\$310 per credit \$155 per credit	\$260 per credit \$155 per credit

p. 136, Tuition (3/26/21)

Within the School of Design, the correct full-time tuition for the Graphic Design program is \$229 per credit. Delete and replace the section in the catalog with the following:

	PART TIME	FULL TIME
SCHOOL OF DESIGN • Standard Tuition Rate (all programs except any listed below) – Graphic Design BS	\$310 per credit \$299 per credit	\$260 per credit \$229 per credit

p. 136, Notes to Tuition (3/15/21)

Delete the section entitled: "Per-Credit Pricing for Three-Month Term (Term 2 Start) Programs."

p. 137, Additional Tuition Information: B. Course Technology and Resources Fee (3/26/21)

Add the following sentence to the end of the first paragraph:

The fee is nonrefundable for any course attended.

p. 139, Financial Aid Disbursement (4/20/21)

Delete and replace the policy with the following:

A student must be officially accepted to Rasmussen University in an eligible degree or certificate program as one of the eligibility requirements to receive and have financial aid disbursed to their student account. Rasmussen University begins disbursing financial aid no earlier than three weeks into the term. Funds are first applied to your tuition and fee charges. Any remaining funds (excess funds) are disbursed to you, the student. All financial aid excess funds and other school refunds are delivered to students through a partnership between Rasmussen University and BankMobile. Your student account will show an unpaid balance until this disbursement occurs. If the aid you are eligible to receive does not cover your charges, a Student Payment Plan is created and can be viewed on the Student Account Center.

p. 141-142, Federal Return of Title IV Funds Policy (6/3/21)

Effective July 1, 2021, delete and replace the entire policy with the following:

ADDENDUM to the Rasmussen University Catalog 2021

June 15, 2021

A student may initiate the withdrawal process by phone; via email, in person or in writing; or by rejecting their schedule and indicating in notes their desire to withdraw. Once the withdrawal has been processed, a written notification will be sent.

Rasmussen University uses the state-mandated refund policy to determine the amount of institutional charges it can retain. The federal formula dictates the 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 completed all coursework and/or withdrew from all courses before completing 60% of the payment period or period of enrollment.

The percentage of Title IV aid to be returned is determined by dividing the number of calendar days attended (based on last day of attendance) by the number of total calendar days in the payment period or period of enrollment. 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 withdrew.

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.

The amount of assistance that you have earned is determined on a pro rata basis. For example, if you completed 30% of your payment period or period of enrollment, you earn 30% of the assistance that you were originally scheduled to receive. Once you have completed more than 60% of the payment period or period of enrollment, you earn all the assistance that you were scheduled to receive for that period.

Return of Title IV withdrawal exemption for programs with modules: In a program offered in modules (referred to as terms at Rasmussen), a student is not considered to have withdrawn for Return of Title IV purposes if the student successfully completes (earns a passing grade) coursework equal to or greater than the University's definition of a half-time student for the payment period.

Return of Title IV withdrawal exemption for all programs (with or without modules): A student who completes all the requirements for graduation from their program before completing the days in the period that they were scheduled to complete is not considered to have withdrawn for Return of Title IV purposes.

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. Post withdrawal 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 University credits the student's account for any outstanding current period charges with grant funds. 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(s) 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. For any post-withdrawal disbursement of loan funds, the University must get the student's permission before crediting the post-withdrawal loan funds to their account.

ADDENDUM to the Rasmussen University Catalog 2021

June 15, 2021

It may be in the student's best interest to allow the school to keep the funds to reduce your debt with the University. If no response is received within 14 days, the remaining post-withdrawal disbursement is cancelled.

Rasmussen University uses its Student Information System to calculate the federal return of Title IV and Institutional refund calculations based on the U.S. Department of Education regulatory requirements.

The requirements for the return of Title IV program funds are different from the tuition refund policy and students who withdraw may owe unpaid institutional charges.

p. 143, Financial Aid and Tuition/Books/Fees Impact of a Military Leave (4/20/21)

Delete and replace the third bullet with the following:

- If a tuition refund is due to the student, it will be returned to the student. Refunds will be paid to the appropriate funding agency within 45 days and the student will be billed for any remaining unpaid balance. See the University Refund Policy.

p. 143, Medical Leave of Absence and Medical Withdrawal Policy: A. Medical Leave (4/20/21)

Delete and replace the third paragraph with the following:

Students who are placed on a Medical Leave of Absence are treated as a drop/withdrawal for Financial Aid purposes, because students who take a leave of absence are generally unable to resume coursework at the same point in their academic studies upon their return, as certain scheduling adjustments may be required. If the student received federal financial aid funding for the term in which the student withdrew, a calculation of the amount of aid earned for that term will be performed along with a calculation of the student's tuition obligation for the same period. As a result of these calculations, the student may have a tuition balance, may have unearned federal aid funds that must be returned by the University or student, or may have a tuition refund due. These calculations will be performed according to federal

guidelines and institutional policy and the student will be notified of the outcome. If a tuition refund is due to the student, it will be returned to the student. Refunds will be paid to the appropriate funding agency within 45 days and the student will be billed for any remaining unpaid balance. See the University Refund Policy.

p. 144, Short Term Leave (3/15/21)

Delete and replace the policy with the following:

Short Term Leave Policy

A Short Term Leave status is a form of administrative withdrawal that may be initiated by Rasmussen under the following circumstances when the student has expressly indicated an intent to return in the next scheduled quarter/term/session:

- A student who has completed all of their registered courses in the quarter/term/session prior to the end of the quarter/term/session;
- A student who has no viable options to maintain at least a part-time student status through the end of a quarter/term due to a Rasmussen-initiated policy or decision to cancel a course, temporarily suspend a student's participation in a course or program, temporarily suspend a program's operation, or temporarily close a campus location; or
- A student enrolled in a Flex Choice® Competency Based Education (CBE) program who completes all competency-based courses prior to the end of the quarter/term and has no other courses registered for that quarter/term.

A student in a Short Term Leave status is reported as withdrawn to the Department of Education, and any outstanding student loans will enter the applicable grace period/repayment period. A student who is placed on Short Term Leave may have their federal financial aid recalculated per the Federal Return of Title IV Funds Policy. This recalculation may result in the return of federal financial aid funds to the Department of Education and result in a balance owed to the University. A student placed on Short Term Leave may return to the University on the next scheduled quarter/term/session start date and continue their studies. A student on Short Term Leave who does

ADDENDUM to the Rasmussen University Catalog 2021

June 15, 2021

not resume their studies by the sixth business day of the subsequent term will be withdrawn from Rasmussen.

p. 145, Auditing a Course (3/15/21)

Delete and replace the first paragraph of this policy with the following:

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, HIM, ISM, MEA, MLT, PHT, PRN, PTN, NGR, NUR, RTE, or STS. However, students who are enrolled in a program, or is a graduate of a program, in which any of the course prefixes identified above exist may be eligible to take the course as an Audit if the student's Rasmussen University transcript reflects prior successful completion of the course within their program. 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. Graduates of Rasmussen University School of Nursing programs may audit a Nursing core course as an Individual Progress student based on course and space availability and with the approval of the Nursing Dean. Graduates of Rasmussen University School of Health Science programs with licensure or certification requirements may audit a course with one of the prefixes identified above as an Individual Progress student based on course and space availability and with the approval of the Program Chair. Approval to audit a course in the School of Nursing or the School of Health Science must be received prior to enrolling as an Individual Progress student.

p. 145, Graduate Programs Grade Scale (6/3/21)

Delete and replace the policy with the following:

Doctoral Programs Grade Scale

Students are required to earn at least a "B" in their doctoral level courses. This applies to all coursework level 7000 through 8000.

Letter Grade	Percentage Range
A	100 to 94%
B	93% to 85%
F	Below 85%

Master's Programs Grade Scale

Students are required to earn at least a "C" in their master's level courses. This applies to all coursework level 5000 through 6000.

Letter Grade	Percentage Range
A	100 to 94%
B	93 to 85%
C	84 to 78%
F	Below 78%

p. 147, Eligibility to Substitute Master's-Level Course while Enrolled in a Bachelor's Program (5/3/21)

Change the title of this policy to: "Eligibility to Substitute Master's-Level Courses while Enrolled in a Non-Nursing Bachelor's Degree Program"

p. 147, Eligibility to Substitute Master's-Level Courses while Enrolled in a Nursing Bachelor's Degree Program (5/3/21)

Add the following new policy:

Eligibility to Substitute Master's-Level Courses while Enrolled in a Nursing Bachelor's Degree Program

Rasmussen University allows eligible students enrolled in specified programs an opportunity to substitute specific master's-level (5000/6000 level) courses for certain bachelor's-level (3000/4000 level) courses. Eligibility to register for 5000/6000 level courses is determined by meeting the following criteria:

- The student must be enrolled in a bachelor's degree program that offers master's-level course substitutions for bachelor's-level courses.
- To qualify and maintain eligibility for taking master's-level courses while enrolled in the Nursing bachelor's program a student must have a cumulative GPA of 3.0 or higher in the enrolled bachelor's degree.
- The student must have completed at Rasmussen University, with a final grade of B or higher in each

ADDENDUM to the Rasmussen University Catalog 2021

June 15, 2021

course, at least 16 credits of bachelor's-level (3000/4000) faculty-led nursing courses within the enrolled bachelor's program.

- Student must be meeting all SAP standards.
- Each eligible bachelor's-level course has only one direct master's-level substitution. The courses are a one-for-one exchange, not a pool, unless identified on the substitution table as a choice.
- Once student is enrolled in their first master's-level course, their schedule will be updated to include all other master's-level course substitutions, as appropriate, for future quarters. Students must contact their advisor to opt back into bachelor's-level courses within the terms of the Course Add policy by contacting their Advisor.
- If student does not meet cumulative GPA requirements as of the quarter prior to being scheduled to take the master's-level course, student will be rescheduled into the appropriate bachelor's-level course.
- Master's-level courses attempted while enrolled in a bachelor's program remain on the student's transcript and are included in the calculation of all three standards of Satisfactory Academic Progress (SAP) in both their bachelor's and the master's programs, as applicable.
- If a student fails a course and chooses the alternate master's- or bachelor's-level course substitute, the failed grade remains on the transcript and in the cumulative GPA of the student. In order to replace the failed grade, student must retake the failed course at the same level. See the Satisfactory Academic Progress (SAP) policy for additional information.
- Upon successful completion of program requirements, student will graduate with a bachelor's degree. All graduate-level credits attempted at the bachelor's level will be applied to the Rasmussen's master's degree program if the course is a required course in the program.

p. 147, Graduate Program Multiple Degree Policy (5/3/21)

Add the following new policy immediately before the Reenter Policy:

Graduate Program Multiple Degree Policy

A student may enroll in multiple unrelated, graduate credential programs with the following provisions:

1. The degree must be in a different discipline from the first degree; a different specialization of the same degree is not considered a different discipline.
2. A student may use the same course (overlap credits) to count in two different Rasmussen graduate degree programs if the course meets the published graduation requirements in both programs.
3. All acceptance requirements for the additional program must be met. This policy also applies to graduates of a graduate-level program returning to complete a second graduate degree.

p. 147, Cancel and Cancel Return Policy (3/15/21)

Add the following policy immediately before the Reenter Policy:

Cancel and Cancel Return Policy

A Cancel is defined as any student who, in their first quarter of enrollment or reenrollment, meets attendance requirements in one or more courses and subsequently withdraws from all courses prior to the course drop period. A Cancel status student will not be considered for reentry in the same quarter in which they posted attendance and withdrew or were administratively withdrawn.

p. 147, Reenter Policy (3/15/21)

Delete and replace the first two paragraphs of the policy with the following:

A reenter is defined as any student who withdraws or is administratively withdrawn from all courses after the course drop period in any term and returns in a subsequent quarter/term/session. A student will not be considered for reentry in the same quarter in which they posted attendance and withdrew or were withdrawn. Reentering students are treated as new students for the purposes of tuition and fees, academic program requirements, and graduation standards. Students who are reentering into programs that require either a conferred degree or at least 60 credits for acceptance may be considered for reentry in the next full quarter/term/ session only upon submission of official transcripts. They must also meet all acceptance requirements as stated in the current catalog. Students will reenter into the current curriculum. Any exceptions to this policy

ADDENDUM to the Rasmussen University Catalog 2021

June 15, 2021

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. See Satisfactory Academic Progress Policy.

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 except for returning to the current curriculum.

p. 148, School of Nursing Repeating Courses Policy (3/15/21)

Delete and replace the name of this policy, and its first paragraph, with the following:

School of Nursing Repeating Courses Policy for Pre-licensure Programs

The School of Nursing allows students in pre-licensure programs (Practical Nursing, Professional Nursing and the A-BSN entrance options of the Bachelor of Science in Nursing) to fail one nursing course within the core nursing curriculum as designated by course prefix (NUR or PRN).

However, a second failure, whether it be the same nursing course, or any other nursing course, will result in an administrative withdrawal from the nursing program. Core nursing courses may need to be repeated in a program of reentry based upon course expiration periods as defined in the Nursing Program Reentry Policy and as allowed by the School of Nursing Course Expiration Policy.

p. 148, Physical Therapist Assistant Incomplete Grade and Short Term Leave Policy (3/15/21)

Add the following policy immediately after the Incomplete Grade Policy:

Physical Therapist Assistant Incomplete Grade and Short Term Leave Policy

The Incomplete Grade Policy, and Policy for Change of Grade, apply to students in the Physical Therapist Assistant Program with the following exception:

To complete the final quarter of the Physical Therapist Assistant Program and graduate, students must pass PHT 2700 Physical Therapist

Assistant Clinical II and PHT 2800 Physical Therapist Assistant Capstone. To achieve a passing grade in PHT 2700 Physical Therapist Assistant Clinical I the student must complete each of the following: a minimum of 360 hours of clinical experience evidenced by submission of a minimum of 10, weekly, Clinical Trackers; rating of "entry level" on all (14) components of the Clinical Performance Instrument (CPI) or current clinical internship assessment tool; completion of all assignments with a 73% or higher on each assignment in the online (1 credit) component. To achieve a passing grade in PHT 2800 Physical Therapist Assistant Capstone, a student must complete the course with a 73% or higher.

If the student is not successful in achieving "entry level" in all (14) components of the CPI or current clinical internship assessment tool by the end of their final quarter, the student may receive an extended incomplete grade (I) in PHT 2700 Physical Therapist Assistant Clinical I if they have completed all assignments in the online component with a 73% or higher and they have completed PHT 2800 Physical Therapist Assistant Capstone with a 73% or higher. The extended incomplete will not extend beyond the end of the following quarter.

The Program Director in coordination with the Clinical Education Coordinator will consider an extended incomplete on an individual basis. Students must communicate their request for an extended incomplete to the Clinical Education Coordinator and Program Director prior to submission of final grades for the quarter. If an extended incomplete is granted, the student will work with the Clinical Education Coordinator and Program Director in creating a remediation plan that will satisfy course requirements. During the quarter of extended incomplete, the student will be placed in a Short Term Leave status and the provisions of the Short Term Leave Policy will apply. Students who satisfy the remediation plan, which will include up to a maximum of two NPTE practice tests, within the one quarter of extended incomplete status will receive a grade change based upon the completion of the required components. If the student is not successful in completing this plan during the one quarter of extended incomplete status, the student's incomplete grade status will be changed to a

ADDENDUM to the Rasmussen University Catalog 2021

June 15, 2021

failure of the course and will be scheduled to repeat the failed course in the next quarter it is available. Students are allowed only one extended incomplete opportunity.

p. 156, General Transfer of Credit (5/3/21)

Add the following as subpart number 5 within the eighth bullet:

5. Students in the Law Enforcement Associate's Degree program with a conferred associate's or bachelor's degree in an approved program from a certified Minnesota Peace Officer Standards and Training (MN POST) Board institution must complete at least 25% of their program requirements with Rasmussen University, and no more than 75% may be completed via transfer credits, course waivers, credit by examination, credit by assessment or other means.

p. 156-157, Course-by-Course Transfer (5/3/21)

Delete and replace the fifteenth bullet with the following:

- Law Enforcement Transfer:
 1. For students in Minnesota (MN) who enroll in the Law Enforcement Associate's Degree, Law Enforcement Academic Certificate, or Law Enforcement Skills Certificate, transfer credits for law enforcement specific classes (CCJ, CJE, CJK, CJL prefixes) can only be accepted if the incoming course is from a regionally accredited institution that is MN POST Board approved.
 2. Graduates of a regionally accredited, Minnesota POST Board approved Law Enforcement Skills Certificate program may be eligible for a block transfer of up to 22 credits to be applied toward the law enforcement skills-specific courses in the Law Enforcement Associate's Degree program at Rasmussen University. The Law Enforcement Capstone course must be completed at Rasmussen University. Total transferred credits cannot exceed the 75% transfer credit limit.
 3. Applicants to the Law Enforcement Associate's program who have a

conferred associate's or bachelor's degree from an accredited institution as recognized by the U.S. Department of Education may be eligible for a block transfer of up to 35 credits to be applied toward General Education Courses and CGS1240 Computer Applications and Business Systems Concepts.

- a. Additionally, applicants to the Law Enforcement Associate's program with a conferred Associate's or Bachelor's degree from a regionally accredited school in a program that is approved by the Minnesota Peace Officer Standards and Training (MN POST) Board may be eligible for an additional block transfer of up to 32 credits to be applied toward the law enforcement academic-specific courses in the Law Enforcement Associate's degree program. When applying this policy, the transfer maximum is 75%.

p. 157, Transfer of Credit for Non-Nursing Master's Degree Students (6/3/21)

Delete and replace the policy with the following:

Non-nursing master's-level students must complete at least 80% of their program requirements at Rasmussen University, and no more than 20% may be completed via transfer credits. Students who have provided Rasmussen with their official transcript showing a bachelor's degree or higher was earned, and their official transcript that contains graduate-level courses, may request transfer of 5000- or 6000- level coursework previously completed at another institution with a grade of C or higher. Each transferring course must closely align to the course objectives and expected outcomes of the course it is replacing. Transferred credits count toward Cumulative Completion Rate and will appear on the student's transcript.

ADDENDUM to the Rasmussen University Catalog 2021

June 15, 2021

**p. 158, Healthcare and Health Sciences
Associate's Degrees METC Block Transfer**

(3/15/21)

In the fourth row from the bottom of this policy, change the credits for MEA 2203 Pathophysiology to 5 credits; thus: "MEA 2203 Pathophysiology (5 credits)"

**p. 158, Healthcare / Health Sciences
Associate's Degree – Healthcare
Specialization (Healthcare
Administration Specialization in IL)
Block Transfer (3/26/21)**

Delete and replace the entire policy with the following:

**Healthcare Associate's Degree – Healthcare
Administration specialization (Health Sciences
Associate's Degree- Healthcare specialization in IL)
Block Transfer**

A block transfer of 38 credits may be allowed into the Healthcare Associate's Degree – Healthcare Administration specialization (Health Sciences Associate's Degree- Healthcare specialization in IL) Block Transfer if the following criteria is met:

- Student graduated from a healthcare-related Certificate or Diploma program with at least 38 quarter credits or 26 semester credits at an accredited institution of higher learning as recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.
- Student is pursuing Healthcare Associate's Degree – Healthcare Administration specialization (Health Sciences Associate's Degree- Healthcare specialization in IL) program version which does not require a minimum score on the School of Nursing and School of Health Sciences Entrance Exam.

When applying this policy, the transfer maximum is 67%.

**p. 158, Health Information Technician
Associate's Degree Completer Block
Transfer (3/15/21)**

Delete and replace the entire policy with the following:

**Health Information Technician
Associate's Degree Completer Block
Transfer**

A block transfer of 25 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 five 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) that was earned within the past five years

Students will need to complete CGS1240 Computer Applications and Business Systems Concepts, HIM1125 ICD-CM Coding and HIM1126C ICD-PCS Coding courses unless transferred on a course-by-course basis. Courses comparable to HIM1125 and HIM1126C need to have completed within the past five years to be eligible for transfer credit consideration. When applying this policy, the transfer maximum is 67%.

**p. 164, Academic Appeals and
Grievance Policy: A. Academic Appeal Procedure
(3/26/21)**

Delete and replace the introductory statement and the paragraph numbered 1 with the following:

The following procedure must be followed for a final grade appeal or appeal regarding a program-specific academic policy:

1. For final grade appeals at the end of a term or quarter, 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 final grades have been posted at the end of the term or quarter to the student's record. Students wishing to submit an appeal related to a program specific academic policy must contact their Dean or Advisor to begin the process as outlined in number 2 below.

**p. 165, Accreditation and Licensing: A.
Accreditation (6/3/21)**

Delete and replace the first paragraph and the second paragraph of the fourth column with the following:

ADDENDUM to the Rasmussen University Catalog 2021

June 15, 2021

The Physical Therapist Assistant Program at Rasmussen University – Brooklyn Park/Maple Grove is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, VA 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>. The program's current status is probationary accreditation; for more information see <http://www.capteonline.org/WhatWeDo/RecentActions/PublicDisclosureNotices/>. If needing to contact the program/institution directly, please call 763-496-6022 or email Laura.Miele@rasmussen.edu.

The Physical Therapist Assistant Program at Rasmussen University – Central Pasco is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, VA 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org. The program's current status is probationary accreditation; for more information see <http://www.capteonline.org/WhatWeDo/RecentActions/PublicDisclosureNotices/>. If needing to contact the program/institution directly, please call 813-435-3645 or email Tania.Tablinsky@rasmussen.edu.

p. 165, Accreditation and Licensing: A.

Accreditation (4/20/21)

Delete and replace the fourth paragraph of the fourth column with the following:

Effective October 29, 2019, Rasmussen University – Ocala has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100 Alexandria, VA 22305-3085; phone: 703-706-3245; email: accreditation@apta.org). If needing to contact the program/institution directly, please call (352) 291-8512 or email Jeanne.Smith@rasmussen.edu.

p. 166, Accreditation and Licensing: A.

Accreditation (4/20/21)

Delete and replace all three instances of the Accreditation Commission for Education in Nursing (ACEN) address on this page with the following:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
404-975-5000

p. 166, Accreditation and Licensing: A.

Accreditation (6/15/21)

Delete and replace the JRCERT accreditation statement (located in the third column) with the following:

The following Radiologic Technology Associate degree programs at Rasmussen University are accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT):

- Central Pasco campus in Florida was awarded initial accreditation in 2018 for a period of 3 years.
- Fort Myers campus in Florida was awarded initial accreditation in 2021 for a period of 3 years.
- Lake Elmo/Woodbury campus in Minnesota was awarded initial accreditation in 2018 for a period of 3 years.
- Ocala campus in Florida was awarded initial accreditation in 2020 for a period of 3 years.

Joint Review Committee on Education in Radiologic Technology
20 North Wacker Drive, Suite 2850
Chicago, Illinois 60606-3182
Mail@jrcert.org
312-704-5300

ADDENDUM to the Rasmussen University Catalog 2021

June 15, 2021

Data Analytics | BACHELOR'S DEGREE

Flex Choice Credit by Assessment 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

This program provides students with hands-on experience, which allows them to apply knowledge and skills related to the complete data analysis life cycle. 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 that 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.

ACCEPTANCE REQUIREMENTS

This is a bachelor-completer program. To be considered for admission, students must provide transcripts from an institution accredited by a U.S. Department of Education recognized accreditor that demonstrates one of the following:

- a conferred associate's degree in a related field, as listed below; or
- a conferred associate's degree or higher in an unrelated field; or
- prior successful completion of at least 60 quarter or 40 semester credits of college-level coursework with a grade of C or higher.

Students who transfer a conferred associate degree or higher from the following approved field-related programs will receive a block transfer of 90 lower-level quarter credits:

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

Prospective students with an unrelated associate's degree or higher, or at least 60 eligible quarter credits or 40 eligible semester credits may be considered for this program as specified below:

- Students may be required to take additional lower-level prerequisite courses when comparable courses have not been completed within the past three (3) years. Prerequisite courses a student may be required to complete include: COP1350C C++ Programming, COP1532C Database

Fundamentals for Programmers, and STA1625 Essential Statistics and Analytics. The Essential Statistics and Analytics course requirement is not subject to a time limit.

Students who have fewer than 90 transferable quarter credits will be required to take additional lower-level coursework. The additional coursework will be determined by Rasmussen University based upon a predetermined elective pool appropriate for the program of enrollment.

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

See page 90 for General Education Course Selections.

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

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

+Flex Choice Credit by Assessment available; see page 162 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 University entrance placement exam, approved exemption based on previously completed coursework, or by successful completion of Developmental Education courses.

This program is offered online in Illinois.