



**RASMUSSEN**  
UNIVERSITY



**CATALOG AND STUDENT HANDBOOK**  
**2021-2022**

# 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.

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# 2021-2022 ACADEMIC CALENDAR

## Summer Quarter 2021

July 6 – September 18

- Summer Term 1 July 6 – August 10
- Summer Term 2 August 11 – September 18

## Fall Quarter 2021

October 4 – December 18

- Fall Term 1 October 4 – November 9
- Fall Term 2 November 10 – December 18

## Winter Quarter 2022

January 3 – March 19

- Winter Term 1 January 3 – February 8
- Winter Term 2 February 9 – March 19

## Spring Quarter 2022

April 4 – June 18

- Spring Term 1 April 4 – May 10
- Spring Term 2 May 11 – June 18

## Summer Quarter 2022

July 5 – September 17

- Summer Term 1 July 5 – August 9
- Summer Term 2 August 10 – September 17

## Fall Quarter 2022

October 3 – December 17

- Fall Term 1 October 3 – November 8
- Fall Term 2 November 9 – December 17

## 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

## 2021-2022 – Course Change Deadlines

Course Length	First Day of Classes	Last Date of Classes (Courses close at 11:59 PM CST)	Last Date to Add a Course	Last Date to Drop a Course	Last Date to Withdraw from a Course
<b>SUMMER QUARTER 2021</b>					
11-Week	Tuesday, July 6, 2021	Saturday, September 18, 2021	7/12/2021	7/13/2021	8/20/2021
5.5-Week, Term 1	Tuesday, July 6, 2021	Tuesday, August 10, 2021	7/7/2021	7/13/2021	7/27/2021
5.5-Week, Term 2	Wednesday, August 11, 2021	Saturday, September 18, 2021	8/12/2021	8/18/2021	9/3/2021
<b>FALL QUARTER 2021</b>					
11-Week	Monday, October 4, 2021	Saturday, December 18, 2021	10/8/2021	10/11/2021	11/18/2021
5.5-Week, Term 1	Monday, October 4, 2021	Tuesday, November 9, 2021	10/5/2021	10/11/2021	10/26/2021
5.5-Week, Term 2	Wednesday, November 10, 2021	Saturday, December 18, 2021	11/12/2021	11/18/2021	12/3/2021
<b>WINTER QUARTER 2022</b>					
11-Week	Monday, January 3, 2022	Saturday, March 19, 2022	1/7/2022	1/10/2022	2/17/2022
5.5-Week, Term 1	Monday, January 3, 2022	Tuesday, February 8, 2022	1/4/2022	1/10/2022	1/25/2022
5.5-Week, Term 2	Wednesday, February 9, 2022	Saturday, March 19, 2022	2/10/2022	2/16/2022	3/4/2022
<b>SPRING QUARTER 2022</b>					
11-Week	Monday, April 4, 2022	Saturday, June 18, 2022	4/8/2022	4/11/2022	5/19/2022
5.5-Week, Term 1	Monday, April 4, 2022	Tuesday, May 10, 2022	4/5/2022	4/11/2022	4/26/2022
5.5-Week, Term 2	Wednesday, May 11, 2022	Saturday, June 18, 2022	5/12/2022	5/18/2022	6/3/2022
<b>SUMMER QUARTER 2022</b>					
11-Week	Tuesday, July 5, 2022	Saturday, September 17, 2022	7/11/2022	7/12/2022	8/19/2022
5.5-Week, Term 1	Tuesday, July 5, 2022	Tuesday, August 9, 2022	7/6/2022	7/12/2022	7/26/2022
5.5-Week, Term 2	Wednesday, August 10, 2022	Saturday, September 17, 2022	8/11/2022	8/17/2022	9/2/2022



# Green Means Go



**RASMUSSEN**  
UNIVERSITY  
GREEN MEANS GO™



# 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,

Thomas M. Slagle  
CEO, Rasmussen University

# Student Support: We're Here to See You Through



We're here, right now, to help you find the best approach to whatever is challenging you. We've helped thousands before you—and yet we know you're unique. Let's work together on this.



## Student Portal

Your direct path to find courses, message your teachers, schedule library consults, connect with peer tutors and mentors, view your account, and more.



## Advisor

Your personal guide, assisting you with course scheduling, financial aid and learning resources.

## Support services include:

- Library research consultations
- Peer tutors and mentors
- Writing coaching
- 24/7 tech support (Personal Support Center)
- Career guidance
- Student Account Center



**You Have What It Takes.  
But You Don't Have to Do It Alone.**



## Accounting | CERTIFICATE

### 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

<b>Communication (Required course)</b>	4
COM1388	Communicating in Your Profession <sup>+</sup>

### CORE COURSES

#### Lower Division

ACG1022	Financial Accounting I	4
ACG1033	Financial Accounting II	4
ACG2062C	Computer Focused Principles	3
APA1500	Payroll Accounting	4
CTS2511	Excel	3
E242	Career Development <sup>+</sup>	2
GEB1011	Introduction to Business	4
MAN2021	Principles of Management	4
TAX2002	Income Tax	4

<b>General Education Credits</b>	<b>4</b>
<b>Core Credits</b>	<b>32</b>
<b>Total Certificate Credits</b>	<b>36</b>

<sup>+</sup>Self-directed assessment for this course is only available to students enrolled in a program that indicates self-directed assessment is available. See page 158 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

Knowledge Credit Self-Directed Assessment Available

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 7)

GENERAL EDUCATION COURSES

Lower Division	
English Composition (Required course)	4
ENC1101 English Composition <sup>+</sup>	
Communication (Select 1 course) <sup>+</sup>	4
Humanities (Select 2 courses) <sup>+</sup>	8
Math / Natural Sciences (Select 2 courses, one must be a Math course) <sup>+</sup>	8
Social Sciences (*Required course, select 1 additional course) <sup>+</sup>	8
*ECO1000 Principles of Economics <sup>+</sup>	

See page 88 for General Education Course Selections.

CORE COURSES

Lower Division	
ACG2680 Financial Investigation	4
ACG2930 Accounting Capstone	2
BUL2241 Business Law	4
FIN1202 Financial Markets and Institutions	4
MAN2062 Business Ethics	4
MAR2011 Principles of Marketing	4
General Education Credits	36
Core Credits	54
Total Associate's Degree Credits	90

\*Self-directed assessment available; see page 158 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

Empowered Learning Competency-Based Education Program | Knowledge Credit Self-Directed Assessment Available

## 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 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 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 or their equivalents will be required to complete them through the progression of their program to graduate. The lower-level pre-requisite courses that may be required to be completed are Financial Accounting I and Financial Accounting II.

Students who are transferring in at least 60 quarter credits or 40 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 to graduate. The lower-level pre-requisite courses that may be required to be completed are Financial Accounting I and Financial Accounting II. 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

<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
*EC03250 Managerial Economics	

See page 88 for General Education Course Selections.

### CORE COURSES

#### Upper Division

ACG3080	Managerial Accounting Theory and Practice	4
ACG3085	Advanced Auditing Concepts and Standards	4
ACG3205	Risk Management for Accountants	4
ACG3246	Intermediate Financial Accounting I	4
ACG3256	Intermediate Financial Accounting II	4
ACG3481	Cost Accounting	4
ACG4402	Accounting Information Systems	4
ACG4619	Corporate and International Accounting	4
ACG4724	Career Planning for Professionals	3
BUL3266	Business Law and Finance	4
FIN3247	Investments and Security Markets	4
GEB3020	Advanced Principles of Financial Management	4
MAN3504	Operations Management	4
MAN4720	Strategic Management	4
MAN4845	Leadership and Teams	4
TAX3257	Partnership and Corporate Taxation	4

#### Choose either Track I or Track II

##### Track I<sup>1</sup>

ACG4880	Accounting Internship	3
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##### Track II

ACG4885	Bachelor's Accounting Capstone	3
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**Transferred Lower-Division Credits** 90

**Upper-Division General Education Credits** 24

**Upper-Division Core Credits** 66

**Total Bachelor's Degree Credits** 180

\*Self-directed assessment available; see page 158 for details.

This competency-based education program contains both traditional and competency-based education (CBE) courses. CBE courses are indicated in italics.

<sup>1</sup>Track 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*
MAN4720 Strategic Management	MAN6720 Applied Strategic Planning

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

## Business | CERTIFICATE

### 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		
<b>English Composition</b> (Required course)		
ENC1101	English Composition <sup>+</sup>	4
<b>Communication</b> (Required course)		
COM1388	Communicating in Your Profession <sup>+</sup>	4
<b>Humanities</b> (Required course)		
PHI1520	Ethics Around the Globe <sup>+</sup>	4

### CORE COURSES

Lower Division		
ACG2209	Principles of Financial Accounting for Managers	4
BUL2241	Business Law	4
CGS1240	Computer Applications and Business Systems Concepts <sup>+</sup>	3
E242	Career Development <sup>+</sup>	2
GEB1011	Introduction to Business	4
MAN2021	Principles of Management	4
MAR2011	Principles of Marketing	4

General Education Credits	12
Core Credits	25
<b>Total Certificate Credits</b>	<b>37</b>

**\*Self-directed assessment for this course is only available to students enrolled in a program that indicates self-directed assessment is available. See page 158 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

Knowledge Credit Self-Directed Assessment Available

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 10)

### 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
*ECO1000 Principles of Economics*	

See page 88 for General Education Course Selections.

### CORE COURSES

Lower Division

ACG2062C	Computer Focused Principles	3
FIN1000	Principles of Finance	4
GEB2888	Introduction to Business Analysis and Intelligence	4
GEB2930	Business Capstone	2
MAN1300	Introduction to Human Resource Management	4
MAN2793	Introduction to Functional and Project Management	4
MNA1161	Customer Service <sup>+</sup>	4

General Education Credits 40

Core Credits 50

Total Associate's Degree Credits 90

<sup>+</sup>Self-directed assessment available; see page 158 for details.

This program is offered online in Illinois.

# Business Management | BACHELOR'S DEGREE

Empowered Learning Competency-Based Education Program | Knowledge Credit Self-Directed Assessment Available

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

<b>Communication</b> (Select 1 course)*	4
<b>Humanities</b> (Select 2 courses)*	8
<b>Math / Natural Sciences</b> (*Required)	4
*STA3215 Inferential Statistics and Analytics	
<b>Social Sciences</b> (Select 2 courses)*	8

See page 88 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

ACG3357	Accounting for Business Managers	4
BUL4060	Business Law and Ethical Behavior	3
CTS3265C	Introduction to Business Intelligence	4
FIN4489	Financial Decision Making and Risk Management	4
GEB3124	Business Research and Analysis	4
GEB3422	Business Project Management	4
GEB4220	Managing a Diverse Workforce	4
GEB4513	Emerging Trends, Markets, and Technologies in Business	4
LDR4200	Leadership and Management Essentials	3
LDR4360	Dynamic Team Development	4
MAN3504	Operations Management	4
MAN4240	Organizational Behavior Analysis	4
MAN4720	Strategic Management	4
MAN4930	Business Management Bachelor Capstone	4
MAR3128	Foundations of Digital Marketing	4
MAR3592	Strategic Sales and Sales Management	4
QMB3300	Introduction to Data Visualization	4

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

\*Self-directed assessment available; see page 158 for details.

\*All courses within this program are competency-based education (CBE) courses as 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*
ACG3357 Accounting for Business Managers	ACG5500 Accounting for Business Analysis
FIN4489 Financial Decision Making and Risk Management	FIN6466 Financial Analysis and Decision-Making
MAN4240 Organizational Behavior Analysis	LDR5200 Organizational Behavior and Leadership
MAN4720 Strategic Management	MAN6720 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: *GEB3124 Business Research and Analysis*; *GEB4513 Emerging Markets, Trends, and Technologies in Business*; *LER4360 Dynamic Team Development*; and *MAR3592 Strategic Sales and Sales Management*.

Courses within these specializations contain both traditional and competency-based education (CBE) courses. CBE courses are indicated in italics.

### Business Intelligence Specialization

QMB3000	Introduction to Data Analytics	4
QMB3100	Foundations of Analytics Platforms, Environments, and Software	4
QMB4100	Applied Business Intelligence	4
QMB4500	Data Visualization Implementation and Communication	4

### IT Project Management Specialization

CIS4189C	Risk Management and Business Continuity	4
ISM3110C	<i>Information Technology Project Management Tools</i>	4
ISM3255C	<i>Information Technology Project Management I</i>	4
ISM4470C	<i>Information Technology Project Management II</i>	4

### Logistics and Operations Specialization

TRA3088	<i>Principles of Supply Chain</i>	4
TRA4017	Procurement and Supplier Relations	4
TRA4238	Transportation and Distribution Management	4
TRA4370	Inventory Management	4

# Master of Business Administration

Empowered Learning Competency-Based Education Program

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 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.

CORE COURSES

Graduate Division

ACG5500	Accounting for Business Analysis	4
FIN6466	Financial Analysis and Decision-Making	4
GEB5458	Corporate Responsibility and Sustainability	4
GEB6880	Master of Business Administration Capstone	4
ISM6200	Business Intelligence and Analytics	4
LDR5000	Professional Growth and Leadership	4
LDR5200	Organizational Behavior and Leadership	4
MAN5100	Value Chain and Operations Management	4
MAN6100	Innovation and Change Management	4
MAN6500	Business Strategy and Entrepreneurship	4
MAN6720	Applied Strategic Planning	4
MAR5819	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

Empowered Learning Competency-Based Education Program | Knowledge Credit Self-Directed Assessment Available

### 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 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 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 Excel®, Principles of Financial Accounting for Managers, and Principles of Finance or Financial Markets and Institutions, or their equivalents.

Students who are transferring in at least 60 quarter credits or 40 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 Excel®, Principles of Financial Accounting for Managers, and Principles of Finance or Financial Markets and Institutions, or their equivalents. 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

<b>Communication</b> (Select 1 course)*	4
<b>Humanities</b> (Select 2 courses)*	8
<b>Math / Natural Sciences</b> (*Required; select 1 additional course)*	8
*STA3215 Inferential Statistics and Analytics	
<b>Social Sciences</b> (*Required, select 1 additional course) *	8
*ECO3250 Managerial Economics	

See page 88 for General Education Course Selections.

#### CORE COURSES

##### Upper Division

ACG3080	Managerial Accounting Theory and Practice	4
BUL4060	Business Law and Ethical Behavior	3
ECO4223	Money and Banking	4
FIN3247	Investments and Security Markets	4
FIN3396	International Finance	4
FIN3434	Applications in Corporate Finance	4
FIN3520	Concepts in Personal Financial Management	3
FIN4019	Financial Modeling	4
FIN4275	Exploration in Finance	4
FIN4372	Investment Portfolio Management	4
GEB3020	Advanced Principles of Financial Management	4
ISM3015	Management of Information Systems	4
MAN4720	Strategic Management	4
MAN4845	Leadership and Teams	4
RMI4020	Risk Management	4

#### Choose either Track I or Track II

##### Track I<sup>1</sup>

FIN4985	Finance Internship	4
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##### Track II

FIN4970	Capstone for Finance	4
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**Transferred Lower-Division Credits** 90

**Upper-Division General Education Credits** 28

**Upper-Division Core Credits** 62

**Total Bachelor's Degree Credits** 180

\*Self-directed assessment available; see page 158 for details.

This competency-based education program contains both traditional and competency-based education (CBE) courses. CBE courses are indicated in italics.

<sup>1</sup> Track 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*
MAN4720 Strategic Management	MAN6720 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

Empowered Learning Competency-Based Education Program | Knowledge Credit Self-Directed Assessment Available

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
*STA3215    Inferential Statistics and Analytics	
Social Sciences (Select 2 courses)*	8

See page 88 for General Education Course Selections.

CORE COURSES

Upper Division

GEB3422	Business Project Management	4
GEB4220	Managing a Diverse Workforce	4
HSA3109	Foundations of Managed Care	4
HSA3110	Introduction to Healthcare Administration	4
HSA3170	Financial Management of Healthcare Organizations	4
HSA3215	Healthcare Marketing	3
HSA3383	Quality Improvement in Healthcare	4
HSA3422	Regulation and Compliance in Healthcare	4
HSA4110	Healthcare Operations Management	4
HSA4124	International Healthcare	4
HSA4150	Healthcare Planning and Policy Management	4
HSA4191	Healthcare Information Systems	4
HSA4210	Advanced Healthcare Law and Ethics	4
MAN4701	Leading Change	4
RMI4020	Risk Management	4

Choose either Track I or Track II

Track I<sup>1</sup>

HSA4940	Healthcare Management Internship	3
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Track II

HSA4922	Healthcare Management Capstone	3
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Transferred Lower-Division Credits	90
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Upper-Division General Education Credits	28
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Upper-Division Core Credits	62
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Total Bachelor's Degree Credits	180
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\*Self-directed assessment available; see page 158 for details.

This competency-based education program contains both traditional and competency-based education (CBE) courses. CBE courses are indicated in italics.

<sup>1</sup> Track 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*
<b>Master of Healthcare Administration</b>	
HSA4110 Healthcare Operations Management	HSA6100 Healthcare Operations Management
HSA4191 Healthcare Information Systems	HSA6000 Healthcare Information Systems and Technology
HSA4210 Advanced Healthcare Law and Ethics	HSA5200 Healthcare Policy, Ethics, and Laws
MAN4701 Leading Change	LDR5000 Professional Growth and Leadership
<b>Master of Public Health</b>	
GEB4220 Managing a Diverse Workforce	PHC6117 Public Health Leadership
HSA4110 Health Operations Management	PHC6517 Public Health Administration, Governance, and Management
HSA4210 Advanced Healthcare Law and Ethics	HSA5200 Healthcare Policy, Ethics, and Laws
HSC3371 Health Education and Training	PHC5470 Principles of Health Behavior
HSC3485 Healthcare Advocacy	PHC5441 Social Determinants
HSC4500 Epidemiology	PHC5030 Epidemiology for Public Health Professionals
PHC4305 Practices and Policies in Public Health	HSA5200 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: *GEB4220 Managing a Diverse Workforce*, *HSA4124 International Healthcare*, *HSA4191 Healthcare Information Systems*, and *HSA4210 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

HSC3371	Health Education and Training	4
HSC3485	Healthcare Advocacy	4
HSC4500	Epidemiology	4
PHC4305	Practices and Policies in Public Health	4

# Human Resources and Organizational Leadership | ASSOCIATE'S DEGREE

Knowledge Credit Self-Directed Assessment Available

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 10)

### 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
*ECO1000 Principles of Economics*	

See page 88 for General Education Course Selections.

### CORE COURSES

Lower Division

FIN1000	Principles of Finance	4
GEB2930	Business Capstone	2
LBS2030	Training and Development	4
LDR2439	Introduction to Organizational Leadership	4
MAN1300	Introduction to Human Resource Management	4
MAN2793	Introduction to Functional and Project Management	4
PLA2476	Employment Law	4

General Education Credits 40

Core Credits 51

Total Associate's Degree Credits 91

\*Self-directed assessment available; see page 158 for details.

This program is offered online in Illinois.



# Human Resources and Organizational Leadership | BACHELOR'S DEGREE

Empowered Learning Competency-Based Education Program | Knowledge Credit Self-Directed Assessment Available

## 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.

In addition to all Business Certificate Courses (page 10)

### GENERAL EDUCATION COURSES

#### Upper Division

<i>Communication (Select 1 course)*</i>	4
<i>Humanities (Select 2 courses)*</i>	8
<i>Math / Natural Sciences (Required course)</i>	4
STA3215 Inferential Statistics and Analytics	
<i>Social Sciences (Select 2 courses)*</i>	8
See page 88 for General Education Course Selections.	

### CORE COURSES

#### Upper Division

GEB4220 Managing a Diverse Workforce	4
GEB4505 Organizational Development	4
INS3677 International Leadership and Human Resource Management	4

MAN3322 Human Resource Information Systems	4
MAN3429 Modern Human Resource Management	4
MAN3668 Strategic Human Resource Management	4
MAN3710 Law and Ethics for the Human Resource Professional	4
MAN4055 Workforce Performance and Talent Management	4
MAN4128 Workforce and Labor Relations Management	4
MAN4143 Contemporary Leadership Challenges	4
MAN4240 Organizational Behavior Analysis	4
MAN4320 Human Resource Recruitment and Selection	4
MAN4330 Compensation Administration	4
MAN4572 Instructional Design, Training and Development, and Learning	4
MAN4701 Leading Change	4
MAN4845 Leadership and Teams	4

### Choose either Track I or Track II

#### Track I<sup>1</sup>

MAN4990 Human Resource Management Internship	2
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#### Track II

MAN4991 Human Resource Project Capstone	2
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Transferred Lower-Division Credits 91

Upper-Division General Education Credits 24

Upper-Division Core Credits 66

Total Bachelor's Degree Credits 181

\*Self-directed assessment available; see page 158 for details.

This competency-based education program contains both traditional and competency-based education (CBE) courses. CBE courses are indicated in italics.

<sup>1</sup>Track 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	
MAN3710 Law and Ethics for the Human Resources Professional	LDR5300 Legal, Ethical, and Risk Issues in Organizations
MAN4143 Contemporary Leadership Challenges	LDR5000 Professional Growth and Leadership
MAN4240 Organizational Behavior Analysis	LDR5200 Organizational Behavior and Leadership
MAN4320 Human Resource Recruitment and Selection	LDR5400 Strategic Recruitment and Retention
Master of Business Administration	
MAN4240 Organizational Behavior Analysis	LDR5200 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

Empowered Learning Competency-Based Education Program

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 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.

CORE COURSES

Graduate Division		
HSA5000	Scholarly Research and Writing	4
LDR5000	Professional Growth and Leadership	4
LDR5100	Human Resources Strategy	4
LDR5200	Organizational Behavior and Leadership	4
LDR5300	Legal, Ethical, and Risk Issues in Organizations	4
LDR5400	Strategic Recruitment and Retention	4
LDR6000	Rewards System Management	4
LDR6100	Performance Management	4
LDR6200	Applied Human Resources Analytics	4
LDR6300	Global Intelligence	4
LDR6400	Change Management	4
LDR6900	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

Knowledge Credit Self-Directed Assessment Available

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 10)

### 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

\*ECO1000 Principles of Economics\*

See page 88 for General Education Course Selections.

### CORE COURSES

Lower Division

FIN1000	Principles of Finance	4
GEB2444	Internet Business Models and E-Commerce	4
GEB2888	Introduction to Business Analysis and Intelligence	4
GEB2930	Business Capstone	2
MAN1300	Introduction to Human Resource Management	4
MAR2374	Online Multimedia Marketing	4
MAR2873	Public Relations and Advertising Strategies	4

General Education Credits 40

Core Credits 51

Total Associate's Degree Credits 91

\*Self-directed assessment available; see page 158 for details.

This program is offered online in Illinois.

# Marketing | BACHELOR'S DEGREE

Empowered Learning Competency-Based Education Program | Knowledge Credit Self-Directed Assessment Available

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
*STA3215 Inferential Statistics and Analytics	
Social Sciences (Select 2 courses)*	8
See page 88 for General Education Course Selections.	

CORE COURSES

Upper Division	
GEB3275 Consumer Behavior	4
GEB3422 Business Project Management	4
MAN4240 Organizational Behavior Analysis	4
MAR3033 Introduction to Marketing Design	3
MAR3128 Foundations of Digital Marketing	4
MAR3250 Marketing Research	3
MAR3322 Marketing Law and Ethics	4
MAR3592 Strategic Sales and Sales Management	4
MAR3817 Search Engine Optimization and Marketing Strategies	4
MAR4065 Marketing Communications	4
MAR4171 Advanced Marketing Strategies	4
MAR4920 Marketing Bachelor Capstone	4
TRA3086 Principles of Supply Chain	4

CHOOSE ONE SPECIALIZATION

Digital Marketing Specialization	
CIS4836C Web Analytics	4
GEB4230 Website Development for Business	4
MAR4285 Advanced Digital Marketing Strategies	4
MAR4316 Visual Marketing and Social Media	4

Sales Management Specialization	
MAN4164 Sales Force Management	4
MAN4636 Business Development and Customer Relations Management	4
MAR4409 Professional Selling	4
MAR4532 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

\*Self-directed assessment available; see page 158 for details.  
This 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*
MAN4240 Organizational Behavior Analysis	LDR5200 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

Empowered Learning Competency-Based Education Program | Knowledge Credit Self-Directed Assessment Available

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

\*STA3215 Inferential Statistics and Analytics

**Social Sciences** (\*Required, select 1 additional course)\* 8

\*ECO3250 Managerial Economics

See page 88 for General Education Course Selections.

## CORE COURSES

Upper Division

ACG3357	Accounting for Business Managers	4
BUL4060	Business Law and Ethical Behavior	3
GEB3124	Business Research and Analysis	4
GEB3388	Winning Customer Service Strategies	4
GEB3422	Business Project Management	4
ISM3015	Management of Information Systems	4
MAN3504	Operations Management	4
MAN4602	International Business	4
MAN4701	Leading Change	4
TRA3086	Principles of Supply Chain	4
TRA3142	Quality Improvement	4
TRA4017	Procurement and Supplier Relations	4
TRA4153	Supply Chain Risk and Compliance	4
TRA4238	Transportation and Distribution Management	4
TRA4370	Inventory Management	4

## Choose either Track I or Track II

### Track I<sup>1</sup>

TRA4490	Supply Chain and Logistics Management Internship	3
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### Track II

TRA4495	Supply Chain and Logistics Management Capstone	3
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Transferred Lower-Division Credits 90

Upper-Division General Education Credits 28

Upper-Division Core Credits 62

**Total Bachelor's Degree Credits 180**

\*Self-directed assessment available; see page 158 for details.

This competency-based education program contains both traditional and competency-based education (CBE) courses. CBE courses are indicated in italics.

<sup>1</sup>Track 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*
ACG3357 Accounting for Business Managers	ACG5500 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

Knowledge Credit Self-Directed Assessment Available

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		
<b>English Composition</b> (Required course)+		4
ENC1101	English Composition+	
<b>Communication</b> (Select 1 course)+		4
<b>Humanities</b> (*Required, select 1 additional course)+		8
*ART1204	Art Appreciation+	
<b>Math / Natural Sciences</b> (*Required, select 1 additional course)+		8
*MAT1222	Algebra+	
<b>Social Sciences</b> (Select 2 courses)+		8

See page 88 for General Education Course Selections.

CORE COURSES

Lower Division		
ART1200C	Sketching for Designers	3
DIG1280C	Audio/Video Editing	3
DIG2300C	Graphic Design in 3D	4
GRA1000C	Graphic Design Tools and Techniques	4
GRA1206C	Typography	3
GRA1500C	Graphic Design Trends and Movements	4
GRA1600C	Color Theories and Applications	3
GRA1700C	Elements and Principles of Graphic Design	4
GRA1800C	Layout Design	3
GRA1900C	The Art and Business of Design	3
GRA2100C	Design for Marketing	3
GRA2200C	Responsive Web Design	4
GRA2260C	Graphics in Motion	4
GRA2700C	Graphic Design Campaigns	4
GRA2800C	Web Design Fundamentals	3
GRA2970C	Graphic Design Portfolio	4
PGY1300C	Digital Photography and Image Editing	3
<b>General Education Credits</b>		32
<b>Core Credits</b>		59
<b>Total Associate's Degree Credits</b>		91

\*Self-directed assessment available; see page 158 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

Empowered Learning Competency-Based Education Program | Knowledge Credit Self-Directed Assessment Available

## 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

<b>Communication</b> (Required course)	<b>4</b>
<i>MMC3407 Visual Communication in the Media<sup>+</sup></i>	
<b>Humanities</b> (Select 2 courses) <sup>+</sup>	<b>8</b>
<b>Math / Natural Sciences</b> (Select 1 course) <sup>+</sup>	<b>4</b>
<b>Social Sciences</b> (Select 2 courses) <sup>+</sup>	<b>8</b>
See page 88 for General Education Course Selections.	

### CORE COURSES

#### Upper Division

<i>ADV3100C Brand Development</i>	<b>4</b>
<i>DIG3150C Design Thinking</i>	<b>4</b>
<i>DIG4100C Strategic Design</i>	<b>4</b>
<i>DIG4200C 3D Design and Animation</i>	<b>4</b>
<i>DIG4540C Digital Video Production</i>	<b>4</b>
<i>DIG4800C Senior Design Portfolio</i>	<b>4</b>
<i>DIG4970C Senior Design Capstone</i>	<b>4</b>
<i>GRA3005C Interactive Publishing</i>	<b>4</b>
<i>GRA3100C Contemporary and Emerging Design</i>	<b>4</b>
<i>GRA3150C Media Production Processes</i>	<b>3</b>
<i>GRA3200C Communicating with Typography</i>	<b>4</b>
<i>GRA3300C Collateral Design</i>	<b>4</b>
<i>GRA3400C Design Business Strategies</i>	<b>3</b>
<i>GRA3600C Designing for the User Experience</i>	<b>4</b>
<i>GRA4100C Advanced Image Editing</i>	<b>4</b>
<i>GRA4150C User Interface Design</i>	<b>4</b>
<i>GRA4200C Communicating with Motion Graphics</i>	<b>4</b>

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

<sup>+</sup>Self-directed assessment available; see page 158 for details.

This 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

### 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: EEC1202 Early Childhood Education Curriculum and Instruction; EEC1700 Foundations of Child Development; and EEC1735 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

EEC1202	Early Childhood Education Curriculum and Instruction	4
EEC1700	Foundations of Child Development	4
EEC1735	Health, Safety, and Nutrition/CDA Application	4
EEC2225	Guiding Children's Behavior	4
EEC2401	Dynamics of the Family	4
EEC2613	Observation and Assessment in Early Childhood Education	4

#### Choose either Track I or Track II

##### Track I: Field Experience<sup>1</sup>

EEC1960	Field Experience I: Knowledge	4
EEC1961	Field Experience II: Planning	4
EEC1962	Field Experience III: Reflection	4

##### Track II: Exploration<sup>2</sup>

EEC1970	Early Childhood Education Exploration I: Knowledge	4
EEC1971	Early Childhood Education Exploration II: Planning	4
EEC1972	Early Childhood Education Exploration III: Reflection	4

**Total Certificate Credits** **36**

<sup>1</sup>**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.

<sup>2</sup>**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

Knowledge Credit Self-Directed Assessment Available

## CAREER OPPORTUNITIES

- Early Childhood Teacher (in private childcare settings)
- 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: EEC1202 Early Childhood Education Curriculum and Instruction; EEC1700 Foundations of Child Development; and EEC1735 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

<b>English Composition</b> (Required course)	4
ENC1101 English Composition <sup>+</sup>	
<b>Humanities</b> (Select 1 course) <sup>+</sup>	4
<b>Math / Natural Sciences</b> (Select 1 course) <sup>+</sup>	4
<b>Social Sciences</b> (Required course)	
SYG1000 Introduction to Sociology	4

See page 88 for General Education Course Selections.

## CORE COURSES

### Lower Division

EEC2935	Summative Project for Early Childhood Education	2
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## CHOOSE ONE SPECIALIZATION

### Child Development Specialization

EEC2213	Language and Literacy Acquisition	4
EEC2329	Parent Education and Support	4
EEC2500	Infant and Toddler Development	4
EEX2010	The Exceptional Child	4

### Child with Special Needs Specialization

EEC2270	Introduction to English Language Learners	4
EEC2271	Curriculum and Instruction for Children with Special Needs	4
EEC2272	The Inclusive Classroom	4
EEC2403	Advocating for Children with Special Needs	4

<b>General Education Credits</b>	<b>16</b>
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<b>Core Credits</b>	<b>54</b>
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<b>Total Diploma Credits</b>	<b>70</b>
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**\*Self-directed assessment available; see page 158 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

Knowledge Credit Self-Directed Assessment Available

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 private childcare settings)
- 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: EEC1202 Early Childhood Education Curriculum and Instruction; EEC1700 Foundations of Child Development; and EEC1735 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
*COM1865 Locating and Evaluating Information	
Humanities (Select 1 course)+	4
Math / Natural Sciences (Select 1 course)+	4
Social Sciences (Select 1 course)+	4

See page 88 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

\*Self-directed assessment available; see page 158 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

Empowered Learning Competency-Based Education Program | Knowledge Credit Self-Directed Assessment Available

Bachelor of Science Degree

### CAREER OPPORTUNITIES

- Early Childhood Teacher (in private childcare settings)
- 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: EEC1202 Early Childhood Education Curriculum and Instruction; EEC1700 Foundations of Child Development; and EEC1735 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. 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 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                                  | • Human Services              |
| • Early Childhood Development                                | • Education Foundations       |
| • Early Care and Education                                   | • Child Care                  |
| • Child and Family Studies                                   | • Education and Youth Studies |
| • Child Life Specialist/Assistant                            | • Para-Educator               |
| • Child Psychology   | • Early Childhood Studies     |
| • Early Childhood and Youth Development                      | • Elementary Education        |
| • Child Development/Child Growth and Development             |                               |
| • Associate of Art Degrees with a concentration in 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 (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 88 for General Education Course Selections.

**CORE COURSES**

## Upper Division

EEC3000	Early Childhood Education: Understanding Mental Health in the Early Years	4
EEC3005	<i>Communications and Connections for Early Childhood Professionals</i>	4
EEC3007	<i>Organizational Management in Early Childhood Education</i>	4
EEC3011	Empowering Contemporary Families	4
EEC3015	<i>Observation and Assessment for Effective Curriculum Planning</i>	4
EEC3020	Positive Behavior Guidance for Young Children	4
EEC3026	Technology and Developmentally Appropriate Practices	4
EEC3318	Intentional Teaching Practices	4
EEC3407	Planning with a Purpose	4
EEC3546	<i>Supporting Professional Practices in Early Childhood Education</i>	4
EEC4000	Early Childhood Education: Environments and Play Theory	4
EEC4010	<i>Early Childhood Language and Literacy Learning</i>	4
EEC4015	Early Childhood Education: Diversity and Social Justice	4
EEC4022	<i>Ethics and Leadership in Early Childhood Education</i>	4
EEC4030	Supporting Exceptional Children and Families	4
EEC4485	Early Childhood Education Advocacy, Research, and Policy	4
EEC4910	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**

\*Self-directed assessment available; see page 158 for details.

This 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: EEC3005 Communications and Connections for Early Childhood Professionals, EEC3007 Organizational Management in Early Childhood Education, EEC3011 Empowering Contemporary Families, and EEC4022 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**

EEC3171	Beyond the Basics of Health, Safety, and Nutrition	4
EEC3220	Child Development Ages Birth-3	4
EEC3225	Child Development Ages 3-5	4
EEC4005	Advanced Principles and Perspectives of Child Development	4

Healthcare | CERTIFICATE

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
COM1002	Introduction to Communication

Math / Natural Sciences (Required course)	4
PHA1500	Structure and Function of the Human Body

See page 88 for General Education Course Selections.

CORE COURSES

Lower Division

E102	Pathway to Patient Care Seminar	0
HSA1022	Foundations of Medical Administration	4
HSA1050	Customer Service in Healthcare	1
HSA1146	Technology Today for Medical Administration	3
HSA2918	Healthcare Administrative Office Procedures	3
HSC1531	Medical Terminology	4
HSC1675	Healthcare Exploration and Careers	3
HSC2641	Medical Law and Ethics	4
Elective Course <sup>1</sup>		4–5
Elective Course <sup>1</sup>		4–5

General Education Credits	8
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Core Credits	30–32
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Total Certificate Credits	38–40
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This program is not available in North Dakota.

<sup>1</sup>Some 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
COM1002	Introduction to Communication

Math / Natural Sciences (Required course)	4
PHA1500	Structure and Function of the Human Body

See page 88 for General Education Course Selections.

CORE COURSES

Lower Division

E102	Pathway to Patient Care Seminar	0
E242	Career Development	2
HSA1022	Foundations of Medical Administration	4
HSA1050	Customer Service in Healthcare	1
HSC1531	Medical Terminology	4
HSC1675	Healthcare Exploration and Careers	3
HIM2133	Revenue Cycle and Billing	4
HSC2641	Medical Law and Ethics	4
Elective Course <sup>1</sup>		4–5
Elective Course <sup>1</sup>		4–5

General Education Credits	8
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Core Credits	30–32
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Total Certificate Credits	38–40
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<sup>1</sup>Some 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

### 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

<b>Communication</b> (Required course)	4
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COM1002	Introduction to Communication
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<b>Math / Natural Sciences</b> (Required course)	4
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PHA1500	Structure and Function of the Human Body
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### CORE COURSES

#### Lower Division

E242	Career Development	2
HIM1507	Medical Billing and Insurance	3
HSA1022	Foundations of Medical Administration	4
HSA1050	Customer Service in Healthcare	1
HSA1146	Technology Today for Medical Administration	3
HSA1683	Exploring Healthcare Systems	3
HSA2851	Practice and Professionalism in Healthcare	3
HSA2918	Healthcare Administrative Office Procedures	3
HSC1531	Medical Terminology	4
HSC2641	Medical Law and Ethics	4

<b>General Education Credits</b>	<b>8</b>
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<b>Core Credits</b>	<b>30</b>
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<b>Total Certificate Credits</b>	<b>38</b>
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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

### 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 applicable to the Medical Assisting Diploma program, prior to acceptance to the Medical Assisting Diploma program. The credits may either be transferred to the Medical Assisting Diploma program, following the Rasmussen transfer policy, or be completed at Rasmussen University. At the end of the quarter in which the student successfully completes 8 credits or more of designated coursework and meets all the requirements of Satisfactory Academic Progress in the current program of enrollment, the student may request to transfer to the Medical Assisting Diploma program. All Medical Assisting Diploma acceptance requirements must be met to transfer. The student's advisor will assist the student in completing the program transfer.

### 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		
<b>Communication</b> (Required course)		
COM1002	Introduction to Communication	4
<b>Math / Natural Sciences</b> (Required course)		
PHA1500	Structure and Function of the Human Body	4
<b>Social Sciences</b> (Required course)		
PSY1012	General Psychology	4

### CORE COURSES

Lower Division		
E242	Career Development	2
HSA2264	Administrative Medical Assistant Practices	3
HSC1531	Medical Terminology	4
HSC2641	Medical Law and Ethics	4
MEA1350	Fundamentals in Clinical Techniques	6
MEA1460	Clinical Laboratory Applications and Diagnostic Procedures I	6
MEA1570	Clinical Laboratory Applications and Diagnostic Procedures II	6
MEA2820	Medical Assisting Capstone	2
MEA2895	Medical Assistant Experiential Externship <sup>1</sup>	6
<b>General Education Credits</b>		<b>12</b>
<b>Core Credits</b>		<b>39</b>
<b>Total Diploma Credits</b>		<b>51</b>

The Medical Assisting Diploma is not available for enrollment at the Mokena/Tinley Park, IL; Fargo, ND; Brooklyn Park/Maple Grove, MN; Lake Elmo/Woodbury, MN; 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, Eagan, 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.

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

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

Medical Assisting students must successfully complete all Medical Assisting competencies before they will be eligible for graduation.

Developmental Education courses do not count toward total program credits, and are not calculated in GPA. Students must demonstrate mastery of the subject matter in Developmental Education courses through a Rasmussen 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, 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.

<sup>1</sup>Minnesota 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.

## Pharmacy Technician | CERTIFICATE

### 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

<b>Communication</b> (Required course)		4
COM1002	Introduction to Communication	
<b>Math / Natural Sciences</b> (Required course)		4
PHA1500	Structure and Function of the Human Body	

### CORE COURSES

#### Lower Division

E242	Career Development	2
HSA1050	Customer Service in Healthcare	1
HSC1531	Medical Terminology	4
HSC2641	Medical Law and Ethics	4
PTN1009	Foundations of Pharmacy Practice	4
PTN1146	Pharmacy Calculations	4
PTN1237	Pharmacology for Technicians	4
PTN1454	Sterile and Non-Sterile Compounding	2
PTN2050	Pharmacy Technician Capstone	3
PTN2915	Pharmacy Virtual Practicum <sup>1</sup>	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.**

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

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, WV
- **Does Not Meet:** ND, OH, UT, WA, WV
- **Undetermined:** American Samoa, Guam, Northern Marianas Islands, Puerto Rico, U.S. Virgin Islands

\*"Meets" only until July 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

Knowledge Credit Self-Directed Assessment Available

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

<b>English Composition</b> (Required course)		4
ENC1101	English Composition <sup>+</sup>	

<b>Communication</b> (*Required, select 1 additional course) <sup>+</sup>		8
*COM1002	Introduction to Communication <sup>+</sup>	

<b>Humanities</b> (Select 2 courses) <sup>+</sup>		8
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<b>Math / Natural Sciences</b> (*Required, select 2 additional courses) <sup>+</sup>		12
*PHA1500	Structure and Function of the Human Body <sup>+</sup>	

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

See page 88 for General Education Course Selections.

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

CORE COURSES

Lower Division

FIN1000	Principles of Finance	4
HSC1531	Medical Terminology	4
HSC2641	Medical Law and Ethics	4
LDR2439	Introduction to Organizational Leadership	4
MAN1300	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 <sup>1</sup>	0
HSA1022	Foundations of Medical Administration	4
HSA1050	Customer Service in Healthcare	1
HSA1146	Technology Today for Medical Administration	3
HSA2117	US Healthcare Systems	4
HSA2918	Healthcare Administrative Office Procedures	3
HSC1675	Healthcare Exploration and Careers	3
MEA2203	Pathophysiology	5
Elective Course <sup>2</sup>		4–5
Elective Course <sup>2</sup>		4–5

<sup>+</sup>Self-directed assessment available; see page 158 for details.

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

<sup>1</sup>Only 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.

<sup>2</sup>Some 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 <sup>+</sup>	2
HIM1507	Medical Billing and Insurance	3
HSA1022	Foundations of Medical Administration	4
HSA1050	Customer Service in Healthcare	1
HSA1146	Technology Today for Medical Administration	3
HSA1683	Exploring Healthcare Systems	3
HSA2117	US Healthcare Systems	4
HSA2851	Practice and Professionalism in Healthcare	3
HSA2918	Healthcare Administrative Office Procedures	3
MEA2203	Pathophysiology	5

<sup>+</sup>Self-directed assessment available; see page 158 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 <sup>+</sup>	2
HSA2264	Administrative Medical Assistant Practices	3
MEA1350	Fundamentals in Clinical Techniques	6
MEA1460	Clinical Laboratory Applications and Diagnostic Procedures I	6
MEA1570	Clinical Laboratory Applications and Diagnostic Procedures II	6
MEA2820	Medical Assisting Capstone	2
MEA2895	Medical Assistant Experiential Externship <sup>3</sup>	6

<sup>+</sup>Self-directed assessment available; see page 158 for details.

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

<sup>3</sup>Minnesota students must take MEA2976 Medical Assistant Professional Externship (6 credits) instead of MEA2895 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 <sup>+</sup>	2
HSA1050	Customer Service in Healthcare	1
HSA2117	US Healthcare Systems	4
MEA2203	Pathophysiology	5
PTN1009	Foundations of Pharmacy Practice	4
PTN1146	Pharmacy Calculations	4
PTN1237	Pharmacology for Technicians	4
PTN1454	Sterile and Non-Sterile Compounding	2
PTN2050	Pharmacy Technician Capstone	3
PTN2915	Pharmacy Virtual Practicum <sup>4</sup>	2

<sup>+</sup>Self-directed assessment available; see page 158 for details.

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

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

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

\*"Meets" only until July 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
<b>Total Associate's Degree Credits</b>	<b>91–93</b>

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

Knowledge Credit Self-Directed Assessment Available

## 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

<b>English Composition</b> (Required course)	4
ENC1101 English Composition <sup>+</sup>	

<b>Communication</b> (*Required, select 1 additional course) <sup>+</sup>	8
*COM1002 Introduction to Communication <sup>+</sup>	

<b>Humanities</b> (Select 3 courses) <sup>+</sup>	12
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<b>Math / Natural Sciences</b> (*Required, select 2 additional courses) <sup>+</sup>	12
*PHA1500 Structure and Function of the Human Body <sup>+</sup>	

<b>Social Sciences</b> (Select 3 courses) <sup>+</sup>	12
(Medical Assisting Specialization must select General Psychology as a Social Sciences elective)	

See page 88 for General Education Course Selections.

### CORE COURSES

Lower Division

E242	Career Development	2
HSA2117	US Healthcare Systems	4
HSC1531	Medical Terminology	4
HSC2641	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
HIM2133	Revenue Cycle and Billing	4
HSA1022	Foundations of Medical Administration	4
HSA1050	Customer Service in Healthcare	1
HSC1675	Healthcare Exploration and Careers	3
MEA1243	Pharmacology for the Allied Health Professional	4
MEA2203	Pathophysiology	5
Elective Course <sup>2</sup>		4–5
Elective Course <sup>2</sup>		4–5

\*Self-directed assessment available; see page 158 for details.

This program version is only available in Illinois.

<sup>1</sup>Only 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.

<sup>2</sup>Some 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

HIM1507	Medical Billing and Insurance	3
HSA1022	Foundations of Medical Administration	4
HSA1050	Customer Service in Healthcare	1
HSA1146	Technology Today for Medical Administration	3
HSA1683	Exploring Healthcare Systems	3
HSA2851	Practice and Professionalism in Healthcare	3
HSA2918	Healthcare Administrative Office Procedures	3
MEA1243	Pharmacology for the Allied Health Professional	4
MEA2203	Pathophysiology	5

\*Self-directed assessment available; see page 158 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.

This program is offered online in Illinois.

**Medical Assisting Specialization****CAREER OPPORTUNITIES**

- Medical Assistant
- Medical Office Administrative Assistant

HSA2264	Administrative Medical Assistant Practices	3
MEA1350	Fundamentals in Clinical Techniques	6
MEA1460	Clinical Laboratory Applications and Diagnostic Procedures I	6
MEA1570	Clinical Laboratory Applications and Diagnostic Procedures II	6
MEA2820	Medical Assisting Capstone	2
MEA2895	Medical Assistant Experiential Externship	6

\*Self-directed assessment available; see page 158 for details.

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.

**Pharmacy Technician Specialization****CAREER OPPORTUNITIES**

- Retail Pharmacy
- Clinical Pharmacy

HSA1050	Customer Service in Healthcare	1
MEA1243	Pharmacology for the Allied Health Professional	4
MEA2203	Pathophysiology	5
PTN1009	Foundations of Pharmacy Practice	4
PTN1146	Pharmacy Calculations	4
PTN1237	Pharmacology for Technicians	4
PTN1454	Sterile and Non-Sterile Compounding	2
PTN2050	Pharmacy Technician Capstone	3
PTN2915	Pharmacy Virtual Practicum	2

\*Self-directed assessment available; see page 158 for details.

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, 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

\* "Meets" only until July 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**

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

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

### 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		
<b>Math / Natural Sciences</b> (Required course)		4
PHA1500	Structure and Function of the Human Body+	

### CORE COURSES

Lower Division		
CGS1240	Computer Applications and Business Systems Concepts+	3
HIM1103	Coding Foundations	4
HIM1125	ICD-CM Coding	4
HIM1126C	ICD-PCS Coding	4
HIM1257	Ambulatory Coding	4
HIM2224C	Health Information Pathophysiology and Pharmacology	3
HIM2410	Health Information Law and Ethics	4
HIM2944	Medical Billing and Coding Practicum	2
HSC1531	Medical Terminology	4
<b>General Education Credits</b>		<b>4</b>
<b>Core Credits</b>		<b>32</b>
<b>Total Certificate Credits</b>		<b>36</b>

**\*Self-directed assessment for this course is only available to students enrolled in a program that indicates self-directed assessment is available. See page 158 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

Knowledge Credit Self-Directed Assessment Available

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 (page 40)

### GENERAL EDUCATION COURSES

#### Lower Division

<b>English Composition</b> (Required course)	4
ENC1101 English Composition <sup>+</sup>	
<b>Communication</b> (*Required course, Select 1 course)+	6
COM1865 Locating and Evaluating Information	
<b>Humanities</b> (Select 1 course) <sup>+</sup>	4
<b>Math / Natural Sciences</b> (*Required course)	4
*STA1625 Essential Statistics and Analytics	
<b>Social Sciences</b> (Select 2 courses) <sup>+</sup>	8

See page 88 for General Education Course Selections.

### CORE COURSES

#### Lower Division

HIM2000	Introduction to Health Information Management	4
HIM2135	Revenue Cycle Management	4
HIM2515	Management and Leadership in Health Information	4
HIM2589C	Healthcare Statistics and Data Management	3
HIM2624C	Data Analytics and Informatics in Healthcare	3
HIM2655C	Healthcare Technologies	4
HIM2945	Health Information Technician Professional Practice Experience	3
HIM2966	Health Information Technician Associate Capstone	3

**General Education Credits** 30

**Core Credits** 60

**Total Associate's Degree Credits** 90

\*Self-directed assessment available; see page 158 for details.

The Health Information Management accreditor of Rasmussen University is the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The following Health Information Technician programs at Rasmussen University are accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) based on their associate-level Health Information Management standards and are reaffirmed through the following dates:

- Rasmussen University – Aurora, Illinois, through 2023
- Rasmussen University – Rockford, Illinois, through 2022
- Rasmussen University – Bloomington, Eagan, Lake Elmo/Woodbury, Mankato and St. Cloud, Minnesota, through 2022
- Rasmussen University – Brooklyn Park, Minnesota, through 2022
- Rasmussen University – Green Bay, Wisconsin, through 2023
- Rasmussen University – Online through 2023

All inquiries about the program's accreditation status should be directed by mail to CAHIIM, 200 East Randolph Street, Suite 5100, Chicago, IL, 60601; by phone at 312-235-3255; or by email at [info@cahiim.org](mailto:info@cahiim.org).



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

Empowered Learning Competency-Based Education Program | Knowledge Credit Self-Directed Assessment Available

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

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 88 for General Education Course Selections.

### CORE COURSES

Upper Division

HIM3001	Information and Communication Technologies	4
HIM3202	Data, Information, and File Structures	4
HIM3304	Financial Management of Health Information Services	4
HIM3360	Health Data and Policy Management	4
HIM3412	Project Management	4
HIM3429	Health Law and Compliance	4
HIM3515	Health Information Leadership and Management	4
HIM3522	Electronic Health Record Application	4
HIM3710	Advanced Quality Management in Healthcare	4
HIM3810	Human Resource Management in Health Information	4
HIM3930C	Healthcare Research and Statistics	4
HIM4121	Privacy and Security in Health Information	4
HIM4135	Advanced Revenue Cycle Management	4
HIM4515	Advanced Health Information Leadership and Management	4
HIM4624C	Advanced Data Analytics and Informatics in Healthcare	4
HIM4945	Professional Practice Experience in Health Information Management	3
HIM4966	Health Information Management Capstone	3

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

\*Self-directed assessment available; see page 158 for details.

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

**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 accreditor of Rasmussen University is the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The University's accreditation for the Baccalaureate degree in Health Information Management has been reaffirmed through 2025. All inquiries about the program's accreditation status should be directed by mail to CAHIIM, 200 East Randolph Street, Suite 5100, Chicago, IL, 60601; by phone at 312-235-3255; or by email at [info@cahiim.org](mailto:info@cahiim.org).



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

Empowered Learning Competency-Based Education Program | Knowledge Credit Self-Directed Assessment Available

### 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

\*STA3215 Inferential Statistics and Analytics

**Social Sciences** (Select 2 courses)\* 8

See page 88 for General Education Course Selections.

#### CORE COURSES

##### Upper Division

GEB3124	Business Research and Analysis	4
GEB4220	Managing a Diverse Workforce	4
HSA3110	Introduction to Healthcare Administration	4
HSA3383	Quality Improvement in Healthcare	4
HSA4210	Advanced Healthcare Law and Ethics	4
HSC3010	Contemporary Health and Wellness	4
HSC3145	Therapeutic Communication and Patient Services	4
HSC3258	Multidisciplinary Medical Practices	4
HSC3371	Health Education and Training	4
HSC3485	Healthcare Advocacy	4
HSC4009	Healthcare and Aging	4
HSC4125	Behavioral Health	4
HSC4290	Health and Wellness Capstone	3
HSC4500	Epidemiology	4
MAN4143	Contemporary Leadership Challenges	4
PHC4305	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**

\*Self-directed assessment available; see page 158 for details.

This 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*
HSC3485 Healthcare Advocacy	PHC5441 Social Determinants of Health
HSC3371 Health Education and Training	PHC5470 Principles of Health Behavior
HSC4500 Epidemiology	PHC5030 Epidemiology for Public Health Professionals
PHC4305 Practices and Policies in Public Health	HSA5200 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

Empowered Learning Competency-Based Education Program

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 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.

CORE COURSES

Graduate Division	
HSA5000 Scholarly Research and Writing	4
HSA5100 Introduction to Healthcare Delivery Systems	4
HSA5200 Healthcare Policy, Ethics, and Laws	4
HSA5300 Population Health	4
HSA5400 Healthcare Financial Management and Economics	4
HSA5500 Healthcare Leadership and Human Resources	4
HSA6000 Healthcare Information Systems and Technology	4
HSA6100 Healthcare Operations Management	4
HSA6200 Healthcare Quality Management	4
HSA6300 Healthcare Strategic Planning and Marketing	4
HSA6900 Healthcare Administration Capstone	4
LDR5000 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

Empowered Learning Competency-Based Education Program

## 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 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.

### CORE COURSES

#### Graduate Division

HSA5000	Scholarly Research and Writing	4
HSA5200	Healthcare Policy, Ethics, and Laws	4
HSA5300	Population Health	4
PHC5030	Epidemiology for Public Health Professionals	4
PHC5103	Essentials of Public Health	4
PHC5374	Environmental Health and Emergency Preparedness	4
PHC5441	Social Determinants of Health	4
PHC5470	Principles of Health Behavior	4
PHC6117	Public Health Leadership	4
PHC6517	Public Health Administration, Governance, and Management	4
PHC6716	Program Design and Evaluation	4
PHC6724	Evidence-Based Public Health Research	4
PHC6940	Master of Public Health Practicum	4
PHC6990	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

Knowledge Credit Self-Directed Assessment Available

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

<b>English Composition</b> (Required course)	4
ENC1101 English Composition <sup>+</sup>	
<b>Communication</b> (*Required, select 2 additional courses) <sup>+</sup>	10
*COM1865 Locating and Evaluating Information	
<b>Humanities</b> (Select 2 courses) <sup>+</sup>	8
<b>Math / Natural Sciences</b> (Select 2 courses) <sup>+</sup>	8
<b>Social Sciences</b> (Required courses)	16
PSY1012 General Psychology <sup>+</sup>	
PSY2420 Abnormal Psychology	
SSE1250 Multiculturalism and Diversity <sup>+</sup>	
SYG1000 Introduction to Sociology	

See page 88 for General Education Course Selections.

### CORE COURSES

Lower Division

DEP2004	Human Growth and Development	4
HUS1001	Introduction to Human Services	4
HUS1175	Developing Awareness and Understanding	4
HUS1238	Evolving Populations in Human Services	4
HUS1320	Introductory Strategies to Crisis Intervention	4
HUS1461	Perspectives on Human Behavior	4
HUS1632	Working with Clients	4
HUS2409	Micro and Macro Systems in Human Services	4
HUS2627	Principles of Ethical and Legal Practices in Human Services	4
HUS2834	Professional Practices in Human Services	4
HUS2979	Human Services Associate Capstone	4

<b>General Education Credits</b>	<b>46</b>
<b>Core Credits</b>	<b>44</b>
<b>Total Associate's Degree Credits</b>	<b>90</b>

**\*Self-directed assessment available; see page 158 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

Knowledge Credit Self-Directed Assessment Available

### 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

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

See page 88 for General Education Course Selections.

#### CORE COURSES

##### Upper Division

HUS3000	Ethics and Professionalism in Human Services	4
HUS3025	Interpersonal Relations for Helping Professions	4
HUS3110	Human Development Throughout the Lifespan	4
HUS3120	Human Sexuality	4
HUS3130	Theoretical Approaches to Service Delivery	4
HUS3260	Dynamics of Human Ecosystems	4
HUS3270	Working with Special Populations	4
HUS3340	Models and Techniques of Effective Helping	4
HUS3350	Applied Human Communication	4
HUS4000	Social Problems and Advocacy	4
HUS4130	Research Methodology in Human Services	4
HUS4140	Practical Application of Assessment and Evaluation	4
HUS4220	Intervention Strategies and Resources	4
HUS4230	Administration and Management in Human Services	4
HUS4300	Case Management in Practice	4
HUS4440	Pathways to Career Success	4

#### Choose either Track I or Track II

##### Track I<sup>1</sup>

HUS4460	Internship for Human Services II	3
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##### Track II

HUS4450	Human Services Capstone II	3
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**Transferred Lower-Division Credits** 90

**Upper-Division General Education Credits** 24

**Upper-Division Core Credits** 67

**Total Bachelor's Degree Credits** 181

<sup>+</sup>Self-directed assessment available; see page 158 for details.

<sup>1</sup>Track 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

Knowledge Credit Self-Directed Assessment Available

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

<b>English Composition</b> (Required course)	4
ENC1101 English Composition <sup>+</sup>	
<b>Communication</b> (Select 1 course) <sup>+</sup>	4
<b>Humanities</b> (Select 2 courses) <sup>+</sup>	8
<b>Math / Natural Sciences</b> (Required courses)	8
PHA1500 Structure and Function of the Human Body <sup>+</sup>	
MAT1222 Algebra <sup>+</sup>	
<b>Social Sciences</b> (Select 2 courses) <sup>+</sup>	8

See page 88 for General Education Course Selections.

### CORE COURSES

#### Lower Division

CGS1240	Computer Applications and Business Systems Concepts <sup>+</sup>	3
E242	Career Development <sup>+</sup>	2
HSC1531	Medical Terminology	4
MLT1245	Clinical Chemistry I	3
MLT1325	Phlebotomy	3
MLT1377	Hematology I	3
MLT1448	Clinical Microbiology I	3
MLT1485	Urinalysis	3
MLT1728	Introduction to Chemistry	3
MLT2166	Clinical Chemistry II	4
MLT2230	Hematology II	4
MLT2395	Immunology	3
MLT2450	Immunohematology	3
MLT2533	Clinical Microbiology II	4
MLT2775	Clinical Practicum	12
MLT2864	Medical Laboratory Technician Capstone	2

**General Education Credits** 32

**Core Credits** 59

**Total Associate's Degree Credits** 91

<sup>+</sup>Self-directed assessment available; see page 158 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 contains both online and residential courses and is 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

Knowledge Credit Self-Directed Assessment Available

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:

- 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.
- 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

<b>English Composition</b> (Required course)	4
ENC1101 English Composition <sup>+</sup>	
<b>Communication</b> (Select 1 course) <sup>+</sup>	4
<b>Humanities</b> (Select 1 course) <sup>+</sup>	4
<b>Math / Natural Sciences</b> (*Required, select 1 additional Math Course) <sup>+</sup>	14
*BSC2087C Human Anatomy and Physiology I	
*BSC2089C Human Anatomy and Physiology II	
<b>Social Sciences</b> (*Required, 1 Additional Course) <sup>+</sup>	8
*PSY1012 General Psychology <sup>+</sup>	

See page 88 for General Education Course Selections.

### CORE COURSES

#### Lower Division

HSC1531	Medical Terminology	4
PHT1000	Physical Therapist Assistant Fundamentals	6
PHT1100	Introduction to Evidence-Based Practice and Therapeutic Interventions	4
PHT1200	Principles of Musculoskeletal Physical Therapy – Lower Quarter	5
PHT1300	Principles of Musculoskeletal Physical Therapy – Upper Quarter	5
PHT2000	Principles of Neuromuscular Physical Therapy	4
PHT2500	Physical Therapist Assistant Clinical I	8
PHT2600	Physical Therapy Practice Across the Lifespan	4
PHT2650	Physical Therapy Practice for Special Populations	4
PHT2700	Physical Therapist Assistant Clinical II	13
PHT2800	Physical Therapist Assistant Capstone	2

**General Education Credits** 34

**Core Credits** 59

**Total Associate's Degree Credits** 93

\*Self-directed assessment available; see page 158 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 contains both online and residential courses and is 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; 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](mailto: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](mailto:Tania.Tablinsky@rasmussen.edu).

Probationary Accreditation is an accredited status. Students who graduate from the program while it is on probation are considered to be graduates of an accredited program. This means that graduates will be eligible to sit for the National Physical Therapy Exam (NPTE) through the Federation of State Boards of Physical Therapy and meet the educational requirements for professional licensure as a Physical Therapist Assistant in select states as previously disclosed to Enrollee. Probationary Accreditation status indicates that there are conditions at the program that place the program's accreditation in jeopardy and provides notice to the program and the public that if the program does not address the identified conditions, accreditation will be withdrawn.

Should the Physical Therapist Associate's degree program at the Central Pasco campus or the Brooklyn Park Maple Grove campus receive an adverse decision to have its accreditation withdrawn during Enrollee's enrollment, Rasmussen University maintains the following Probationary Accreditation Status Contingency Plan for enrolled students:

- Students enrolled in the affected programs at the time of an adverse decision on accreditation by CAPTE will be offered the option of completing their current coursework in the affected program, transferring to a different academic program at the University, or withdrawing from the University.
- A student enrolled in the final year of coursework at the time of an accreditation withdrawal who chooses to continue in the affected program until graduation will still be considered a graduate of an accredited program provided the student maintains continuous enrollment and meets all graduation requirements within 12 months of the adverse accreditation decision. This means the graduate will be eligible to sit for the NPTE and meet the educational requirements for professional licensure as a Physical Therapist Assistant in select states as previously disclosed to Enrollee.
- A student who chooses to continue in the affected program that is not in their final year of coursework at the time of an accreditation withdrawal or who does not meet all graduation requirements within 12 months of the adverse accreditation decision will graduate from program without accreditation, which means the graduate will not be eligible to sit for the NPTE nor meet the educational requirements for professional licensure.

A student who chooses to withdraw from Rasmussen University at the time of an accreditation withdrawal will receive assistance to identify a CAPTE-accredited physical therapist assistant program at another college or university for consideration of transfer. However, Rasmussen University does not guarantee acceptance at any other institution or program and does not guarantee any transfer of credit acceptance. These decisions are always at the discretion of the receiving institution.

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](mailto:Jeanne.Smith@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

Knowledge Credit Self-Directed Assessment Available

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

<b>English Composition</b> (Required course)	4
ENC1101 English Composition <sup>+</sup>	
<b>Communication</b> (Select 1 course) <sup>+</sup>	4
<b>Humanities</b> (Select 2 courses) <sup>+</sup>	8
<b>Math / Natural Sciences</b> (Required courses)	8
PHA1500 Structure and Function of the Human Body <sup>+</sup>	
MAT1222 Algebra <sup>+</sup>	
<b>Social Sciences</b> (Select 2 courses) <sup>+</sup>	8

See page 88 for General Education Course Selections.

### CORE COURSES

#### Lower Division

E242	Career Development <sup>+</sup>	2
HSC1531	Medical Terminology	4
RTE1000	Introduction to Radiology and Patient Care	5
RTE1100	Radiology Physics	5
RTE1200	Advanced Modalities in Radiology	3
RTE2000	Radiographic Equipment and Acquisition	3
RTE2100	Radiographic Evaluation, Disease, and Quality Control	3
RTE2200	Radiobiology and Radiation Protection	4
RTE2300	Radiographic Positioning and Anatomy I	5
RTE2400	Radiographic Positioning and Anatomy II	5
RTE2500	Radiographic Positioning and Anatomy III	5
RTE2600	Radiologic Technology Practicum I	10
RTE2700	Radiologic Technology Practicum II	10
RTE2800	Radiologic Technology Practicum III	10
RTE2900	Radiologic Technology Capstone	2

General Education Credits 32

Core Credits 76

Total Associate's Degree Credits 108

<sup>+</sup>Self-directed assessment available; see page 158 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 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 three years.
- Fort Myers campus in Florida was awarded initial accreditation in 2021 for a period of three years.
- Lake Elmo/Woodbury campus in Minnesota was awarded initial accreditation in 2018 for a period of three years.
- Ocala campus in Florida was awarded initial accreditation in 2020 for a period of three 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.

The Radiologic Technology Associate's Degree contains both online and residential courses and is 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

Knowledge Credit Self-Directed Assessment Available

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

<b>English Composition</b> (Required course)	4
ENC1101 English Composition <sup>+</sup>	
<b>Communication</b> (Select 1 course) <sup>+</sup>	4
<b>Humanities</b> (Select 2 courses) <sup>+</sup>	8
<b>Math / Natural Sciences</b> (*Required, select 1 additional course) <sup>+</sup>	8
PHA1500 Structure and Function of the Human Body <sup>+</sup>	
<b>Social Sciences</b> (*Required, select 1 additional course) <sup>+</sup>	8
*PSY1012 General Psychology <sup>+</sup>	

See page 88 for General Education Course Selections.

## CORE COURSES

### Lower Division

BSC2087C	Human Anatomy and Physiology I	5
BSC2089C	Human Anatomy and Physiology II	5
CGS1240	Computer Applications and Business Systems Concepts <sup>+</sup>	3
E242	Career Development <sup>+</sup>	2
HSC1531	Medical Terminology	4
MEA2203	Pathophysiology	5
STS1005C	Fundamentals of Surgical Technology	4
STS1186C	Surgical Procedures I	4
STS1260	Surgical Pharmacology	2
STS1347	Surgical Microbiology	2
STS2080C	Surgical Procedures II	4
STS2180C	Surgical Procedures III	4
STS2304	Surgical Tech Practicum I	8
STS2305	Surgical Tech Practicum II	8

**General Education Credits** 32

**Core Credits** 60

**Total Associate's Degree Credits** 92

\*Self-directed assessment available; see page 158 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 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 contains both online and residential courses and is 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, WY, 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

Knowledge Credit Self-Directed Assessment Available

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
ENC1101	English Composition <sup>+</sup>	
Communication (*Required, select 1 additional course) <sup>+</sup>		6
*COM1865	Locating and Evaluating Information	
Humanities (*Required, select 2 additional courses) <sup>+</sup>		16
*PHI1520	Ethics Around the Globe <sup>+</sup>	
*PHI2103	Introduction to Critical Thinking <sup>+</sup>	
Math / Natural Sciences (Select 2 courses, including at least one Math course) <sup>+</sup>		8
Social Sciences (Required courses)		8
PSY1012	General Psychology <sup>+</sup>	
SYG1000	Introduction to Sociology	

See page 88 for General Education Course Selections.

CORE COURSES

Lower Division		
CCJ1000	Introduction to Criminal Justice	4
CCJ1153	Criminology: Motives for Criminal Deviance	4
CCJ1382	Field Communications in Criminal Justice	2
CCJ2170	Practical Psychology for the Criminal Justice Professional	4
CCJ2685	Domestic Violence	4
CCJ2930	Contemporary Issues in Criminal Justice Capstone	4
CGS1240	Computer Applications and Business Systems Concepts <sup>+</sup>	3
CJC1000	Introduction to Corrections	4
CJE1006	Policing in America	4
CJE1233	Drugs and Crime	4
CJE2172	Juvenile Justice: Delinquency, Dependency, and Diversion	4
CJL1552	Introduction to Criminal Law	4
CJL1747	Applied Criminal Procedures	4
General Education Credits		42
Core Credits		49
Total Associate's Degree Credits		91

\*Self-directed assessment available; see page 158 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

Knowledge Credit Self-Directed Assessment Available

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) <sup>+</sup>	4
Humanities (Select 2 courses) <sup>+</sup>	8
Math / Natural Sciences (Select 2 courses) <sup>+</sup>	8
Social Sciences (Select 2 courses) <sup>+</sup>	8

See page 88 for General Education Course Selections.

## CORE COURSES

Upper Division

CCJ3362	Communication Strategies for Criminal Justice Professionals	5
CCJ3500	Applied Criminology	4
CCJ3667	Victims in Criminal Justice	4
CCJ3695	Diversity and Special Populations in Criminal Justice	4
CCJ3700	Research Methods in Criminal Justice	4
CCJ4015	Values-Based Leadership in Criminal Justice	4
CCJ4450	Criminal Justice Leadership and Management	4
CCJ4461	Evidence-Based Practices in Criminal Justice	4
CCJ4528	Fundamentals of CJ Supervision: What CJ Leaders Need to Know	4
CCJ4542	Criminal Justice Seminar	5
CCJ4617	Mental Health and Substance Abuse in Criminal Justice	4
CCJ4931	Critical Issues in Criminal Justice	4
CJC4600	Advanced Correctional Practices	4
CJE4444	Crime Prevention	4
CJL3297	Constitutional Law	4

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

<sup>+</sup>Self-directed assessment available; see page 158 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

Knowledge Credit Self-Directed Assessment Available

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

Students may be deemed eligible for Admission to the Law Enforcement program and begin the Skills portion of the program if one of the two requirements below have been met:

1. Applicant is eligible to sit for the Military Reciprocity Examination by the MN POST Board due to prior military law enforcement experience. Applicant is eligible for admission upon receipt of a current signed verification letter sent directly to Rasmussen University from the MN POST Board.
2. Rasmussen University has received a verification letter from a certified MN POST-approved institution, for which Rasmussen University has an articulation agreement. The verification letter must be signed by the school's PPOE Program Coordinator and indicate that the applicant is 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 a Law Enforcement program.

- 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

<b>English Composition</b> (Required course)	4
ENC1101 English Composition <sup>+</sup>	
<b>Communication</b> (Select 1 course) <sup>+</sup>	4
<b>Humanities</b> (*Select 2 courses) <sup>+</sup>	8
<b>Math / Natural Sciences</b> (Select 2 courses) <sup>+</sup>	8
<b>Social Sciences</b> (Required courses) <sup>+</sup>	8
PSY1012 General Psychology <sup>+</sup>	
SYG1000 Introduction to Sociology	

See page 88 for General Education Course Selections.

### CORE COURSES

Lower Division

CCJ1000 Introduction to Criminal Justice	4
CCJ2685 Domestic Violence	4
CGS1240 Computer Applications and Business Systems Concepts <sup>+</sup>	3
CJE1006 Policing in America	4
CJE1775 Special Populations: Law Enforcement Response	4
CJE2422 Communication and Problem-Solving in Law Enforcement	4
CJE2566 Ethics and Psychology for Law Enforcement Professionals	3
CJE2990 Capstone for Law Enforcement	2
CJE2172 Juvenile Justice: Delinquency, Dependency, and Diversion	4
CJK2081 Traffic Enforcement: Managing Traffic Violators	3
CJK2124 Firearms I: Fundamentals of Armed Police Response	2
CJK2247 Firearms II: Tactics for Combat Gunfighting	2
CJK2339 Use of Force I: From Empty Hands to TASERS	2
CJK2406 Use of Force II: Winning Violent Confrontations	2
CJK2563 Crime Scene Response: The Real CSI	3
CJK2640 Minnesota Traffic Code	2
CJK2724 Minnesota Criminal Code	2
CJK2881 Patrol Practicals: Handling Calls in Progress	4
CJL1381 Criminal Law and Procedures: Crime and the Courtroom	4

<b>General Education Credits</b>	32
<b>Core Credits</b>	58
<b>Total Associate's Degree Credits</b>	90

<sup>+</sup>Self-directed assessment available; see page 158 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. Residential Law Enforcement skills training courses are only offered through the Eagan, MN, campus at the HERO Training Center.

**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 and Law Enforcement Academic Certificate contain both online and residential courses and are designed to meet the educational standards of MN POST and lead to careers in Minnesota. While these programs are only offered in Minnesota, 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 among 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

### 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 an 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 a Law Enforcement program.
  - 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

CCJ1000	Introduction to Criminal Justice	4
CCJ2685	Domestic Violence	4
CJE1006	Policing in America	4
CJE1775	Special Populations: Law Enforcement Response	4
CJE2172	Juvenile Justice: Delinquency, Dependency, and Diversion	4
CJE2422	Communication and Problem-Solving in Law Enforcement	4
CJE2566	Ethics and Psychology for Law Enforcement Professionals	3
CJK2640	Minnesota Traffic Code	2
CJK2724	Minnesota Criminal Code	2
CJL1381	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 and Law Enforcement Academic Certificate are designed to meet the educational standards of MN POST and lead to careers in Minnesota. While these programs are only offered in Minnesota, determinations regarding professional licensure have been made for other states as displayed below. 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.





# Paralegal | ASSOCIATE'S DEGREE

Knowledge Credit Self-Directed Assessment Available

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		
<b>English Composition</b> (Required course)		4
ENC1101	English Composition <sup>+</sup>	
<b>Communication</b> (Select 2 courses) <sup>+</sup>		8
<b>Humanities</b> (Select 2 courses) <sup>+</sup>		8
<b>Math / Natural Sciences</b> (Select 2 courses) <sup>+</sup>		8
<b>Social Sciences</b> (Select 2 courses) <sup>+</sup>		8

See page 88 for General Education Course Selections.

### CORE COURSES

Lower Division		
CGS1240	Computer Applications and Business Systems Concepts <sup>+</sup>	3
E242	Career Development <sup>+</sup>	2
PLA1013	Introduction to Law and the Legal System	4
PLA1108	Introduction to Legal Research	3
PLA1305	Criminal Law and Procedure	4
PLA1330	Legal Ethics	3
PLA1423	Contracts	4
PLA2203	Civil Litigation	4
PLA2273	Torts	4
PLA2330	Legal Writing	4
PLA2435	Corporate Law	4
PLA2620	Property and Estate Planning	4
PLA2763	Law Office Management	3
PLA2800	Family Law	4
PLA2820	Paralegal Associate Capstone	4

<b>General Education Credits</b>	<b>36</b>
<b>Core Credits</b>	<b>54</b>
<b>Total Associate's Degree Credits</b>	<b>90</b>

<sup>+</sup>Self-directed assessment available; see page 158 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

### 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

PLA1013	Introduction to Law and the Legal System	4
PLA1108	Introduction to Legal Research	3
PLA1305	Criminal Law and Procedure	4
PLA1330	Legal Ethics	3
PLA2203	Civil Litigation	4
PLA2330	Legal Writing	4
PLA2763	Law Office Management	3
PLA2800	Family Law	4
PLA2820	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

Knowledge Credit Self-Directed Assessment Available

### 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 Undergraduate Student 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

<b>English Composition</b> (Required course)		<b>4</b>
ENC1101	English Composition <sup>+</sup>	
<b>Math / Natural Sciences</b> (Required courses)		<b>8</b>
MAT1222	Algebra <sup>+</sup>	
PHA1500	Structure and Function of the Human Body <sup>+</sup>	

### MAJOR AND CORE COURSES

#### Lower Division

NUR1055	Introduction to Nursing	4
PRN1032	Client-Centered Care I	5
PRN1150	Practical Nursing Skills I	2
PRN1178	Client-Centered Care II	5
PRN1253	Principles of Gerontological Nursing	3
PRN1381	Principles of Pharmacology	3
PRN1409	Client-Centered Care III	5
PRN1562	Principles of Mental Health Nursing	4
PRN1664	Practical Nursing Skills II	1
PRN1725	Client-Centered Care IV	5
PRN1831	Principles of Maternal-Child Health Nursing	4
PRN1993	Practical Nursing Diploma Capstone	3

<b>General Education Credits</b>	<b>12</b>
<b>Major and Core Credits</b>	<b>44</b>
<b>Total Diploma Credits</b>	<b>56</b>

<sup>+</sup>Self-directed assessment available; see page 158 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 contains both online and residential courses and is 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

<sup>\*\*</sup>"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 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.

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.com/accreditedprograms/programsearch.htm>

# Professional Nursing | ASSOCIATE'S DEGREE

Knowledge Credit Self-Directed Assessment Available

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 Undergraduate Student 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.

LPN-RN BRIDGE

Students who hold a current unencumbered practical nursing license (LPN/LVN) will receive credit for NUR1055 Introduction to Nursing (4 credits), NUR2243 Professional Nursing Skills I (3 credits), and NUR2356 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 ENC1101 English Composition, and MAT1222 Algebra courses the student completed in the Practical Nursing Diploma program (for a total of 8 fulfilled credits). Students must successfully complete all remaining coursework in the Professional Nursing Associate's Degree program to earn this degree.

GENERAL EDUCATION COURSES

Lower Division		
English Composition (Required course)		4
ENC1101	English Composition <sup>+</sup>	
Humanities (Select 1 course) <sup>+</sup>		4
Mathematics (Required course)		4
MAT1222	Algebra <sup>+</sup>	
Natural Sciences (Required courses)		22
BSC2087C	Human Anatomy and Physiology I	
BSC2089C	Human Anatomy and Physiology II	
CHM1100C	General Chemistry	
HUN2000	Human Nutrition	
MCB2340C	General Microbiology	
Social Sciences (Required courses)		8
DEP2004	Human Growth and Development	
PSY1012	General Psychology <sup>+</sup>	

See page 88 for General Education Course Selections.

CORE COURSES

Lower Division		
NUR1055	Introduction to Nursing	4
NUR2063	Essentials of Pathophysiology	3
NUR2180	Physical Assessment	3
NUR2214	Nursing Care of the Older Adult	3
NUR2243	Professional Nursing Skills I	3
NUR2356	Multidimensional Care I	5
NUR2392	Multidimensional Care II	6
NUR2459	Mental and Behavioral Health Nursing	4
NUR2474	Pharmacology for Professional Nursing	4
NUR2502	Multidimensional Care III	6
NUR2513	Maternal-Child Nursing	4
NUR2648	Professional Nursing Skills II	2
NUR2755	Multidimensional Care IV	6
NUR2832	Leadership and Professional Identity	4
NUR2989	Associate Degree in Nursing Capstone	3

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

<sup>+</sup>Self-directed assessment available; see page 158 for details.

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, MN, campuses are off-campus instructional sites of the Bloomington, MN, program)

The Professional Nursing Associate's Degree contains both online and residential courses and is 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, 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.

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.com/accreditedprograms/programsearch.htm>

# Professional Nursing | ASSOCIATE'S DEGREE

Knowledge Credit Self-Directed Assessment Available

## 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 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.
  - 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

<b>English Composition</b> (Required course)	4
ENC1101 English Composition <sup>+</sup>	
<b>Communication</b> (Select 1 course) <sup>+</sup>	4
<b>Humanities</b> (Select 2 courses) <sup>+</sup>	8
<b>Mathematics</b> (Required course)	4
MAT1222 Algebra <sup>+</sup>	
<b>Natural Sciences</b> (Required courses)	19
BSC2087C Human Anatomy and Physiology I	
BSC2089C Human Anatomy and Physiology II	
MCB2289 Introduction to Microbiology	
PHA1500 Structure and Function of the Human Body <sup>+</sup>	
<b>Social Sciences</b> (Required courses)	8
DEP2004 Human Growth and Development	
PSY1012 General Psychology <sup>+</sup>	

See page 88 for General Education Course Selections.

### CORE COURSES

#### Lower Division

NUR1172	Nutritional Principles in Nursing	4
NUR2058	Dimensions of Nursing Practice	4
NUR2092	Health Assessment	4
NUR2115	Fundamentals of Professional Nursing	6
NUR2349	Professional Nursing I	6
NUR2407	Pharmacology	6
NUR2488	Mental Health Nursing	4
NUR2571	Professional Nursing II	6
NUR2633	Maternal Child Health Nursing	4
NUR2790	Professional Nursing III	6
NUR2888	Role, Scope, Quality, and Leadership in Professional Nursing	4
NUR2944	Professional Nursing Capstone	2

<b>General Education Credits</b>	<b>47</b>
<b>Core Credits</b>	<b>56</b>

**Total Associate's Degree Credits 103**

\*Self-directed assessment available; see page 158 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) 975-5000. View the public information disclosed by the ACEN regarding this candidate program at <http://www.acenursing.com/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 contains both online and residential courses and is 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 NUR1172 Nutritional Principles in Nursing (4 credits) and NUR2115 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 ENC1101 English Composition, MAT1222 Algebra, and PHA1500 Structure and Function of the Human Body 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.





EXCERPT FROM STAFF  
THE HUMAN TOUCH

**FULL ACCESS PASS**

**MS.R.S**

UNIVERSITY OF MICHIGAN MEDICAL CENTER

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

Knowledge Credit Self-Directed Assessment Available

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 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 Undergraduate 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 Undergraduate Student 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
ENC1101	English Composition <sup>+</sup>	
Communication (Required course)		4
SPC2017	Oral Communication <sup>+</sup>	
Humanities (Select 2 courses)		8
Math / Natural Sciences (Required courses)		30
BSC2087C	Human Anatomy and Physiology I	
BSC2089C	Human Anatomy and Physiology II	
DEP2004	Human Growth and Development	
MAT1222	Algebra <sup>+</sup>	
MCB2340C	General Microbiology	
CHM1100C	General Chemistry	
HUN2000	Human Nutrition	
Social Sciences (Required course)		4
PSY1012	General Psychology <sup>+</sup>	
Upper Division		
Communication (Select 1 course) <sup>+</sup>		4
Humanities (Select 2 courses) <sup>+</sup>		8
Math / Natural Sciences (Required course)		4
STA3215	Inferential Statistics and Analytics	
Social Sciences (Select 2 courses) <sup>+</sup>		8

See page 88 for General Education Course Selections.

**CORE COURSES****Lower Division**

NUR1055	Introduction to Nursing	4
NUR2063	Essentials of Pathophysiology	3
NUR2180	Physical Assessment	3
NUR2214	Nursing Care of the Older Adult	3
NUR2243	Professional Nursing Skills I	3
NUR2356	Multidimensional Care I	5
NUR2392	Multidimensional Care II	6
NUR2459	Mental and Behavioral Health Nursing	4
NUR2474	Pharmacology for Professional Nursing	4
NUR2502	Multidimensional Care III	6
NUR2513	Maternal-Child Nursing	4
NUR2648	Professional Nursing Skills II	2
NUR2755	Multidimensional Care IV	6

**Upper Division**

NUR3306	Integration of Genetics and Genomics into Ethical Nursing Practice	4
NUR3472	Emerging Healthcare Technologies and Innovation	4
NUR3643	Research and Theory	5
NUR4153	Clinical Reasoning and Clinical Judgement	5
NUR4244	Public Health Nursing	5
NUR4327	Influence of Policy, Finance, and Law on Healthcare	4
NUR4590	Professional Identity of the Nurse Leader	5
NUR4681	Global Health	4
NUR4756	Transition to Practice	5
NUR4922	Bachelor of Science in Nursing Capstone	4

**Upper Division Nursing Electives (Select 2 courses)**

NUR3738	Integrative Nursing	4
NUR3894	Contemporary Issues in Nursing	4
NUR3907	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**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.

\*Self-directed assessment available; see page 158 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) contain both online and residential courses and 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 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, 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, either through transfer of credit or completion of General Education courses at Rasmussen University. Students who are in their final quarter of completing their General Education course requirements may be scheduled for their first Nursing courses 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

**LPN-RN BRIDGE**

Students who hold a current unencumbered practical nursing license (LPN/LVN) will receive credit for NUR1055 Introduction to Nursing (4 credits), NUR2243 Professional Nursing Skills I (3 credits), and NUR2356 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 ENC101 English Composition, and MAT1222 Algebra courses the student completed in the Practical Nursing Diploma program (for a total of 8 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 | SECOND DEGREE ACCELERATED BSN (A-BSN)

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 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 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:
  - 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 Undergraduate 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 Undergraduate Student 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		
NUR1055	Introduction to Nursing	4
NUR2063	Essentials of Pathophysiology	3
NUR2180	Physical Assessment	3
NUR2214	Nursing Care of the Older Adult	3
NUR2243	Professional Nursing Skills I	3
NUR2356	Multidimensional Care I	5
NUR2392	Multidimensional Care II	6
NUR2459	Mental and Behavioral Health Nursing	4
NUR2474	Pharmacology for Professional Nursing	4
NUR2502	Multidimensional Care III	6
NUR2513	Maternal-Child Nursing	4
NUR2648	Professional Nursing Skills II	2
NUR2755	Multidimensional Care IV	6

Upper Division		
NUR3306	Integration of Genetics and Genomics into Ethical Nursing Practice	4
NUR3472	Emerging Healthcare Technologies and Innovation	4
NUR3643	Research and Theory	5
NUR4153	Clinical Reasoning and Clinical Judgement	5
NUR4244	Public Health Nursing	5
NUR4327	Influence of Policy, Finance, and Law on Healthcare	4
NUR4590	Professional Identity of the Nurse Leader	5
NUR4681	Global Health	4
NUR4756	Transition to Practice	5
NUR4922	Bachelor of Science in Nursing Capstone	4

Upper-Division Nursing Electives (Select 2 courses)		
NUR3738	Integrative Nursing	4
NUR3894	Contemporary Issues in Nursing	4
NUR3907	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

**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.

**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) contain both online and residential courses and 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 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, 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. Students who are in their final quarter of completing their General Education course requirements may be scheduled for their first Nursing courses 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

## LPN-RN BRIDGE

Students who hold a current unencumbered practical nursing license (LPN/LVN) will receive credit for NUR1055 Introduction to Nursing (4 credits), NUR2243 Professional Nursing Skills I (3 credits), and NUR2356 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 ENC1101 English Composition, and MAT1222 Algebra courses the student completed in the Practical Nursing Diploma program (for a total of 8 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

Empowered Learning Competency-Based Education Program | Knowledge Credit Self-Directed Assessment Available

## 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.

### 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.

**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 eight credits will be required to be completed through self-directed assessments from a designated 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 self-directed assessments reflect the designated pool to select from to fulfill the eight-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:

- Communicating in your Profession (Communication)
- Introduction to Communication (Communication)
- Art Appreciation (Humanities)
- Ethics Around the Globe (Humanities)
- Humanities (Humanities)
- Introduction to Critical Thinking (Humanities)
- Multiculturalism and Diversity (Social Sciences)
- Principles of Economics (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

<b>Communication</b> (Select 1 course)*	4
<b>Humanities</b> (Select 2 courses)*	8
<b>Math / Natural Sciences</b> (Required course)	4
STA3215 Inferential Statistics and Analytics	
<b>Social Sciences</b> (Select 2 courses)*	8

See page 88 for General Education Course Selections.

**CORE COURSES**

## Upper Division

NUR3306	Integration of Genetics and Genomics into Ethical Nursing Practice	4
NUR3472	Emerging Healthcare Technologies and Innovation	4
NUR3561	Practice Excellence Through Innovation	2
NUR3643	Research and Theory	5
NUR4153	Clinical Reasoning and Clinical Judgement	5
NUR4244	Public Health Nursing	5
NUR4327	Influence of Policy, Finance, and Law on Healthcare	4
NUR4590	Professional Identity of the Nurse Leader	5
NUR4681	Global Health	4
NUR4922	Bachelor of Science in Nursing Capstone	4

**Upper-Division Nursing Elective (Select 1 course)**

NUR3738	Integrative Nursing	4
NUR3894	Contemporary Issues in Nursing	4
NUR3907	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**

\*Self-directed assessment available; see page 158 for details.

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.

**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
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.

# Master of Science in Nursing

Empowered Learning Competency-Based Education Program

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 Graduate 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

NGR5013	Foundations of Advanced Nursing Practice	4
NGR5056	Advanced Health Assessment Across the Lifespan	4
NGR5101	Research and Evidence-Based Practice	4
NGR5149	Advanced Pathophysiology Across the Lifespan	4
NGR5172	Advanced Pharmacology Across the Lifespan	4
NGR5800	Leading Healthcare Transformation	4
NGR6900	MSN Capstone	4

## CHOOSE ONE SPECIALIZATION

### Healthcare Technology, Simulation, and Informatics Specialization

NGR6703	Advanced Nursing Practice	4
NGR6716	Simulation in Healthcare	4
NGR6820	Healthcare Technology	4
NGR6840	Integrating Technology	4
NGR6870	Informatics in Advanced Nursing Practice	4

### Nursing Education Specialization

NGR6050	Nursing Education in the Classroom	4
NGR6150	Nursing Education in the Clinical Setting	4
NGR6300	Curriculum Design and Program Evaluation	4
NGR6701	The Role of the Nurse Educator	4
NGR6703	Advanced Nursing Practice	4

### Nursing Leadership and Administration Specialization

NGR6100	The Business Side of Nursing	4
NGR6117	Leadership and Management in Advanced Nursing Practice	4
NGR6250	Meaningful Communication and Collaboration	4
NGR6703	Advanced Nursing Practice	4
NGR6801	Advanced Nursing Leadership	4

Core Credits 28

Specialization Credits 20

Total Master's Degree Credits 48

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

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 college-level Statistics course as a prerequisite or co-requisite to NGR5013 and NGR5101. 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 enrolling as an Individual Progress student their first quarter and completing the Statistics course while taking Nursing courses or (2) enrolling as an Individual Progress student and completing the Statistics course 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

## Empowered Learning Competency-Based Education Program

### 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 (1) a Master's in Nursing degree from an accredited nursing program or (2) a baccalaureate degree in Nursing from an accredited program (CCNE, ACEN, or CNEA) and a Master's degree in a related field.
  - 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

NGR7730	Organizational and Systems Leadership	4
NGR7840	Applied Research and Statistics	4
NGR7853	Nursing Inquiry and Translation of Evidence	4
NGR7892	Essentials of Healthcare Policy	4
NGR7894	Population and Global Health	4
NGR768	Professional Identity Development	4
NGR8911	DNP Project I	5
NGR8912	DNP Project II	5
NGR8913	DNP Project III	5

#### CHOOSE ONE SPECIALIZATION

##### Executive Leadership

NGR8701	Executive Leadership I	4
NGR8702	Executive Leadership II	5

##### Public Health and Policy

NGR8731	Public Health and Policy I	4
NGR8732	Public Health and Policy II	5

##### Practicum Clinical Courses<sup>1</sup>

NGR7910LL	Leadership Practicum	1-5
NGR7920LL	Healthcare Information and Systems Technology Practicum	1-5
NGR7930LL	Population and Global Health Practicum	1-5

##### Major and Core Credits

39

##### Specialization Credits

9

##### Practicum Clinical Credits

1-15

##### Total Doctoral Degree Credits

48-63

<sup>1</sup> In 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 the combination of any of the following: (1) practice experience completed prior to enrollment into the DNP program, as recognized by Rasmussen; (2) completion of clinical hours that are part of courses taken while enrolled in this program; and (3) completion of DNP program Practicum courses NGR7910LL, NGR7920LL, and NGR7930LL.

**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

## 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		
CDA1330C	Operating Systems	4
CDA2725C	Systems Analysis and Design	3
CIS1538C	Hardware and Software I	4
CIS1648C	Hardware and Software II	4
CIS1710C	Administering Windows Server	4
CNT1244C	Introduction to Networks	3
CTS1884C	Computer Technical Support	3
Total Certificate Credits		25

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

Knowledge Credit Self-Directed Assessment Available

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

<b>English Composition</b> (Required course)	4
ENC1101 English Composition <sup>+</sup>	
<b>Communication</b> (*Required, select 1 additional course) <sup>+</sup>	10
*COM1388 Communicating in Your Profession <sup>+</sup>	
*COM1865 Locating and Evaluating Information	
<b>Humanities</b> (Select 2 courses) <sup>+</sup>	8
<b>Math / Natural Sciences</b>	
(Select 1 of the following, and 2 additional courses) <sup>+</sup>	12
MAT1222 Algebra <sup>+</sup>	
STA1625 Essential Statistics and Analytics <sup>+</sup>	
<b>Social Sciences</b> (Select 3 courses) <sup>+</sup>	12

See page 88 for General Education Course Selections.

## CORE COURSES

### Lower Division

CDA1330C	Operating Systems	4
CDA2725C	Systems Analysis and Design	3
CET2660C	Networking Security	3
CIS1538C	Hardware and Software I +	4
CIS1648C	Hardware and Software II +	4
CIS1710C	Administering Windows Server	4
CIS2911	Information Technology Capstone	2
CNT1244C	Introduction to Networks +	3
CTS1884C	Computer Technical Support	3
CTS2511	Excel	3
GEB1011	Introduction to Business	4
ISM2541C	Project Management and Team Leadership	3
MAN2021	Principles of Management	4

**General Education Credits** 46

**Core Credits** 44

**Total Associate's Degree Credits** 90

**\*Self-directed assessment available; see page 158 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

## 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 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
- b. A conferred Associate's degree or higher in an unrelated field
- 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's 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, at least 60 eligible quarter credits, or at least 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 CTS251I Excel. The Excel course requirement is not subject to a time limit.

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

CDA3515C	Information Technology Systems Analysis	4
CDA3626C	Information Technology Systems Design	4
CIS4189C	Risk Management and Business Continuity	4
ISM3110C	Information Technology Project Management Tools	4
ISM3255C	Information Technology Project Management I	4
ISM4470C	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

Empowered Learning Competency-Based Education Program | Knowledge Credit Self-Directed Assessment Available

## 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. 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
- A conferred Associate's degree or higher in an unrelated field
- 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's 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, at least 60 eligible quarter credits, or at least 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.

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 88 for General Education Course Selections.

### CORE COURSES

#### Upper Division

<i>CDA3515C</i>	<i>Information Technology Systems Analysis</i>	4
<i>CDA3626C</i>	<i>Information Technology Systems Design</i>	4
<i>CIS3550C</i>	<i>Information Technology Business Administration</i>	4
<i>CIS3574C</i>	<i>Organizational Policy</i>	3
<i>CIS4005C</i>	<i>IT Operations Management</i>	4
<i>CIS4189C</i>	<i>Risk Management and Business Continuity</i>	4
<i>CIS4412C</i>	<i>Information Technology Security</i>	4
<i>CIS4929C</i>	<i>IT Management Capstone</i>	4
<i>CNT3229</i>	<i>Asset Management</i>	3
<i>CNT3348</i>	<i>Infrastructure and Hardware</i>	4
<i>CNT4283</i>	<i>Enterprise Application Support</i>	4
<i>CNT4437</i>	<i>Service Management</i>	4
<i>ISM3015</i>	<i>Management of Information Systems</i>	4
<i>ISM3110C</i>	<i>Information Technology Project Management Tools</i>	4
<i>ISM3255C</i>	<i>Information Technology Project Management I</i>	4
<i>ISM4470C</i>	<i>Information Technology Project Management II</i>	4
<i>ISM4505C</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**

\*Self-directed assessment available; see page 158 for details.

This 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

## 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		
CDA1330C	Operating Systems	4
CET2522C	Cisco Network Routing and Switching	3
CIS1308	Logic and Troubleshooting	4
CIS1538C	Hardware and Software I	4
CIS1648C	Hardware and Software II	4
CIS1710C	Administering Windows Server	4
CNT1244C	Introduction to Networks	3
Total Certificate Credits		26

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

Knowledge Credit Self-Directed Assessment Available

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

<b>English Composition</b> (Required course)		4
ENC1101	English Composition <sup>+</sup>	
<b>Communication</b> (*Required, select 1 additional course) <sup>+</sup>		10
*COM1388	Communicating in Your Profession <sup>+</sup>	
*COM1865	Locating and Evaluating Information	
<b>Humanities</b> (Select 2 courses) <sup>+</sup>		8
<b>Math / Natural Sciences</b>		
(Select 1 of the following, and 2 additional courses) <sup>+</sup>		12
MAT1222	Algebra <sup>+</sup>	
STA1625	Essential Statistics and Analytics <sup>+</sup>	
<b>Social Sciences</b> (Select 3 courses) <sup>+</sup>		12

See page 88 for General Education Course Selections.

### CORE COURSES

#### Lower Division

CDA1330C	Operating Systems	4
CDA2725C	Systems Analysis and Design	3
CET2522C	Cisco Network Routing and Switching +	3
CET2660C	Networking Security	3
CIS1308	Logic and Troubleshooting	4
CIS1538C	Hardware and Software I +	4
CIS1648C	Hardware and Software II +	4
CIS1710C	Administering Windows Server	4
CIS2647C	Windows Directory Services +	4
CIS2960C	Network Systems Administration Capstone	2
CNT1244C	Introduction to Networks +	3
CTS2321	Linux Administration	3
ISM2321	Managing Information Security +	3

**General Education Credits** 46

**Core Credits** 44

**Total Associate's Degree Credits** 90

\*Self-directed assessment available; see page 158 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

### 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 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
- b. A conferred Associate's degree or higher in an unrelated field
- 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's 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, at least 60 eligible quarter credits, or at least 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.

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

CIS3086	Principles of Cyber Security	3
CIS3139	Security Risk Assessment	4
CIS3240C	Security Controls	4
CIS3332	Cyber Security Policy Analysis	4
CIS4222C	Managing Security Awareness	4
CNT3003	Advanced Network Security	4
CNT3126	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

### 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 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
- A conferred Associate's degree or higher in an unrelated field
- 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's 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, at least 60 eligible quarter credits, or at least 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.

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

CIS3086	Principles of Cyber Security	3
CIS4028C	Cryptography and Traffic Analysis	4
CIS4385C	Computer Forensics	3
CIS4456	Hacker Techniques, Tools and Applications	4
CNT3003	Advanced Network Security	4
CNT3126	Advanced Networking	4
CNT3777	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

Knowledge Credit Self-Directed Assessment Available

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 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
- b. A conferred Associate's degree or higher in an unrelated field
- 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's 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, at least 60 eligible quarter credits, or at least 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.

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 1 course)+	4
Humanities (Select 2 courses)+	8
Math / Natural Sciences (Required course)	4
MAD3300 Discrete Mathematics	
Social Sciences (Select 2 courses)+	8

See page 88 for General Education Course Selections.

CORE COURSES

Upper Division

CEN4200C Malware Reverse Engineering	4
CIS3086 Principles of Cyber Security	3
CIS3139 Security Risk Assessment	4
CIS3240C Security Controls	4
CIS3332 Cyber Security Policy Analysis	4
CIS3417 Regulatory and Legal Compliance	4
CIS4028C Cryptography and Traffic Analysis	4
CIS4039 Auditing Information Technology Infrastructure	4
CIS4162C Enterprise Storage Management	4
CIS4189C Risk Management and Business Continuity	4
CIS4222C Managing Security Awareness	4
CIS4385C Computer Forensics	3
CIS4456 Hacker Techniques, Tools and Applications	4
CIS4955C Cyber Security Capstone	4
CNT3003 Advanced Network Security	4
CNT3126 Advanced Networking	4
CNT3777 Virtualization	4

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

\*Self-directed assessment available; see page 158 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

Knowledge Credit Self-Directed Assessment Available

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

<b>English Composition</b> (Required course)		4
ENC1101	English Composition +	
<b>Communication</b> (Select 2 courses) +		8
<b>Humanities</b> (Select 3 courses) +		12
<b>Math / Natural Sciences</b> (*Required, select 1 additional course) +		13
*MAC1106	Advanced Algebra	
*STA1625	Essential Statistics and Analytics +	
<b>Social Sciences</b> (Select 2 courses) +		8

See page 88 for General Education Course Selections.

## CORE COURSES

### Lower Division

CDA1028C	Introduction to Software Architecture	3
CDA1202	Foundations of Software Design	3
CIS2983C	Software Application Development Capstone	2
COP1044C	Introduction to Object-Oriented Programming	3
COP1350C	C++ Programming +	4
COP1532C	Database Fundamentals for Programmers +	3
COP2268C	Java Programming +	3
COP2350C	Advanced C++ Programming	4
COP2456C	Microsoft C# Programming	3
COP2570C	Programming Data Structures	4
COP2598C	Secure Programming Techniques	4
COP2664C	Advanced Database Programming Techniques	3
E242	Career Development +	2
GEB1011	Introduction to Business	4

**General Education Credits** 45

**Core Credits** 45

**Total Associate's Degree Credits** 90

\*Self-directed assessment available; see page 158 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

Empowered Learning Competency-Based Education Program | Knowledge Credit Self-Directed Assessment Available

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. 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
- b. A conferred Associate's degree or higher in an unrelated field
- 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's 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, at least 60 eligible quarter credits, or at least 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, COP2268C Java Programming and COP1532C Database Fundamentals for Programmers.

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 (Select 1 course)*</i>	4
<i>Humanities (Select 1 courses)*</i>	4
<i>Math / Natural Sciences (Required courses)*</i>	8
MAD3300 Discrete Mathematics	
STA3215 Inferential Statistics and Analytics	
<i>Social Sciences (Select 2 courses)*</i>	8

See page 88 for General Education Course Selections.

### CORE COURSES

Upper Division

CDA4859C E-Commerce Development	4
CEN3350C Software Engineering	4
CEN4071C Software Security	4
CEN4614C Quality Assurance in Software Engineering	4
CIS4784C Big Data	4
CIS4836C Web Analytics	4
COP3000C Introduction to Computer Science	3
COP3026C Programming Languages	4
COP3230C Operating Systems and Architectures	4
COP3703C Database Systems	4
COP3805C Advanced Java Programming	4
COP4970C Computer Science Bachelor Capstone	4
COT4530C Algorithm and Data Structure Analysis	4
CTS4557 Emerging Trends in Technology	3
CTS4623C Advanced Cloud Computing Technologies	4
GEB3422 Business Project Management	4
QMB3200 Introduction to Scripting	4

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

\*Self-directed assessment available; see page 158 for details.

This 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

Knowledge Credit Self-Directed Assessment Available

## 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
- A conferred Associate's degree or higher in an unrelated field
- 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's 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, at least 60 eligible quarter credits, or at least 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

<b>Communication</b> (Select 2 courses)*	8
<b>Humanities</b> (Select 1 courses)*	4
<b>Math / Natural Sciences</b> (*Required course, select 1 additional course)*	8
*STA3215 Inferential Statistics and Analytics	
<b>Social Sciences</b> (Select 1 course)*	4

See page 88 for General Education Course Selections.

### CORE COURSES

#### Upper Division

CDA3315C	Fundamentals of Enterprise Architecture	4
CTS3265C	Introduction to Business Intelligence	4
CTS4557	Emerging Trends in Technology	3
GEB3422	Business Project Management	4
IDC3152	Enterprise Resource Reporting	4
MAN3504	Operations Management	4
QMB3000	Introduction to Data Analytics	4
QMB3100	Foundations of Analytics Platforms, Environments, and Software	4
QMB3200	Introduction to Scripting	4
QMB3300	Introduction to Data Visualization	4
QMB4000	Data Elements	4
QMB4100	Applied Business Intelligence	4
QMB4200	Advanced Analytics Platforms, Environments, and Software	4
QMB4300	Data Quality in Analytics	4
QMB4400	Data Analysis and Optimization	4
QMB4500	Data Visualization Implementation and Communication	4
QMB4900	Data Analytics Capstone	3

<b>Transferred Lower-Division Credits</b>	<b>90</b>
<b>Upper-Division General Education Credits</b>	<b>24</b>
<b>Upper-Division Core Credits</b>	<b>66</b>

**Total Bachelor's Degree Credits 180**

\*Self-directed assessment available; see page 158 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, through approved exemption based on previously completed coursework, or by successful completion of Developmental Education courses.

This program is offered online in Illinois.

# General Education Course Selections

See specific course requirements on program pages

## LOWER DIVISION

### English Composition<sup>+</sup>

ENC1101	English Composition <sup>+</sup>	4
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### Communication<sup>+</sup>

COM1002	Introduction to Communication <sup>+</sup>	4
COM1388	Communicating in Your Profession <sup>+</sup>	4
COM1865	Locating and Evaluating Information <sup>1</sup>	2
ENC1121	English Composition II	4
SPC2017	Oral Communication	4

### Humanities<sup>+</sup>

ART1204	Art Appreciation <sup>+</sup>	4
CRW2001	Creative Writing	4
FIL2000	Film Appreciation	4
HUM2023	Humanities <sup>+</sup>	4
LIT2000	Introduction to Literature	4
PHI1520	Ethics Around the Globe <sup>+</sup>	4
PHI2103	Introduction to Critical Thinking <sup>+</sup>	4
SPN271	Conversational Spanish	4

### Natural Sciences<sup>+</sup>

AST2002	Introduction to Astronomy	4
BSC2087C	Human Anatomy and Physiology I <sup>1</sup>	5
BSC2089C	Human Anatomy and Physiology II <sup>1</sup>	5
CHM1100C	General Chemistry	4
GLY1000	Introduction to Geology	4
HUN2000	Human Nutrition	4
MCB2289	Introduction to Microbiology <sup>1</sup>	5
MCB2340C	General Microbiology	4
PHA1500	Structure and Function of the Human Body <sup>+</sup>	4

### Math<sup>+</sup>

MAC1106	Advanced Algebra <sup>1</sup>	5
MAT1222	Algebra <sup>+</sup>	4
MAT1402	General Education Mathematics	4
STA1625	Essential Statistics and Analytics <sup>+</sup>	4

### Social Sciences<sup>+</sup>

AMH2030	United States History: 1900 to the Present	4
DEP2004	Human Growth and Development	4
ECO1000	Principles of Economics <sup>+</sup>	4
PSY1012	General Psychology <sup>+</sup>	4
PSY2420	Abnormal Psychology	4
SSE1250	Multiculturalism and Diversity <sup>+</sup>	4
SYG1000	Introduction to Sociology	4

## UPPER DIVISION

### Communication<sup>+</sup>

COM3278	Explorations of Human and Computer Languages	4
ENC3311	Advanced Composition	4
MMC3407	Visual Communication in the Media <sup>+</sup>	4

### Humanities<sup>+</sup>

AML3041	American Literature	4
ART3477	Art in the World and the Workplace <sup>+</sup>	4
LIT3382	Modern World Literature	4
PHY4060	Understanding Ourselves Through Physics <sup>+</sup>	4
POT4001	Political Thought	4

### Math / Natural Sciences<sup>+</sup>

EVR3410	Human Uses of the Environment	4
MAT3172	The Mathematics of Games <sup>+</sup>	4
STA3215	Inferential Statistics and Analytics	4
MAD3300	Discrete Mathematics	4

### Social Sciences<sup>+</sup>

AMH3304	Visions of America Since 1945	4
CPO4003	Comparative Politics	4
ECO3250	Managerial Economics	4
PSY3738	The Psychology of Social Media <sup>+</sup>	4
REL3308	Contemporary World Religions	4
SYG4119	Sociology in a Digital World <sup>+</sup>	4

The "+" symbol following a course title indicates there is an equivalent self-directed assessment for this specific course; see page 158 for details. The "+" symbol appearing after a General Education category heading indicates there is at least one self-directed assessment available to fulfill an elective within this category.

Italicized courses are offered in competency-based education (CBE) format 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 competency-based education program.

<sup>1</sup>This course is not eligible for selection as a General Education elective. This course may be a required General Education course in some programs (see program pages for details).



## 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, ENC1101 is offered at a community college. The same course is offered at a state university as ENC2101. A student who has successfully completed ENC1101 at a Florida University System institution is guaranteed to receive transfer credit for ENC2101 at the state university if the student transfers. The student cannot be required to take ENC2101 again since ENC1101 is equivalent to ENC2101. 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-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.

#### 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 for 11-week courses or the same term for 5.5-week courses. 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.

**ACG1022 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

**ACG1033 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

**ACG2062C 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: ACG1022 Financial Accounting I, or ACG2209 Principles of Financial Accounting for Managers

**ACG2209 Principles of Financial Accounting for Managers**  
**40 hours, 4 credits**

This course introduces financial and managerial accounting concepts as they relate to decision making by business managers. A comprehensive study of the financial statements, internal controls, and cost-volume profit analysis is the focus of this course. Students will also prepare a master budget with individual budget components for a company.

Prerequisite: None

**ACG2680 Financial Investigation**  
**40 hours, 4 credits**

This course introduces students to the field of fraud examination, including how fraud occurs and is detected within financial statements as well as strategies for prevention. Students will analyze common motivations that lead to fraudulent financial reporting. This course will also discuss corporate ethics and laws related to financial reporting.

Prerequisite: Financial Accounting II

**ACG2930 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

**ACG3080 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 in the Accounting Bachelor's Degree: None

Prerequisite in the Finance Bachelor's Degree: ACG2209 Principles of Financial Accounting for Managers; CTS2511 Excel

**ACG3085 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

**ACG3205 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

**ACG3246 Intermediate Financial Accounting I**  
**40 hours, 4 credits**

This course provides an overview of the conceptual accounting framework and accounting principles. Topics include applying accounting elements that impact the financial reporting of revenue, expenses, current assets, long-term assets, intangible assets, and other assets. Students will learn how to prepare and present complex components of the income statement and balance sheet. Additionally, students will gain knowledge of generally accepted accounting principles to prepare financial reporting information that impacts internal and external stakeholders.

Prerequisites: ACG1033 Financial Accounting II

**ACG3256 Intermediate Financial Accounting II**  
**40 hours, 4 credits**

This course focuses on presenting the liability and equity financial reporting elements found on the balance sheet. This course also explores recent accounting guidance related to revenue and expense recognition, liability presentation on the balance sheet, and the preparation of the statement of cash flows. Students will also have opportunities to apply the concepts of financial accounting and reporting standards by constructing financial statements such as the income statement, balance sheet, and statement of cash flows.

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

**ACG3357 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

**ACG3481 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

**ACG4402 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

**ACG4619 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

**ACG4724 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

**ACG4880 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

**ACG4885 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

**ACG5500 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

**ADV3100C 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: GRA3200C Communicating with Typography

**AMH2030 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

**AMH3304 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

## COURSE DESCRIPTIONS

**AML3041 American Literature**  
**40 hours, 4 credits**

This course surveys authors, genres, and movements in American literature from 1865 to the present, including representative works of realism, naturalism, modernism, and post-modernism/post-structuralism. Students will engage in critical readings of exemplary literary texts from a diverse group of authors that have influenced American literature since the Civil War. Students will analyze how these works of literature exemplify particular historical moments in U.S. history, as well as how they communicate pertinent cultural issues such as gender, race, ethnicity, class, religion, sexual identity, community, region, and nation. In their study of the broad range of American fiction, poetry, and drama since 1865, students will analyze literary, aesthetic, and critical developments.

Prerequisites: English Composition; Introduction to Literature

**APAI500 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

**ART1200 Sketching for Designers**  
**40 hours, 3 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

**ART1204 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

**ART3477 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

**AST2002 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.

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.

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.

**BSC2087C Human Anatomy and Physiology I**  
**60 hours, 5 credits**

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: PHAI500 Structure and Function of the Human Body in programs that specifically require this course, otherwise none.

**BSC2089C Human Anatomy and Physiology II**  
**60 hours, 5 credits**

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. Students will complete laboratory exercises coordinated with course content and including microscopic observation, experimentation, study of anatomical models, and dissection activities.

Prerequisite: BSC2087C Human Anatomy and Physiology I

**BUL2241 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

**BUL3266 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

**BUL4060 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

**CCJ1000 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

**CCJ1153 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

**CCJ1382 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

**CCJ2170 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

**CCJ2685 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

**CCJ2930 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

**CCJ3362 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

**CCJ3500 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: CCJ1000 Introduction to Criminal Justice

**CCJ3667 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



**CCJ3695 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. 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, the course provides opportunities to evaluate emerging trends and practices in working with diverse and special populations within the field of criminal justice.

Prerequisite: None

**CCJ3700 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

**CCJ4015 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

**CCJ4450 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

**CCJ4461 Evidence-Based Practices in Criminal Justice**  
**40 hours, 4 credits**

This course will examine the use of evidence-based practices 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

**CCJ4528 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

**CCJ4542 Criminal Justice Seminar**  
**50 hours, 5 credits**

This course provides students the opportunity to demonstrate mastery of the program objectives. Each objective will be explored in terms of relevance to the contemporary application of concepts and practices.

Prerequisites: CCJ3700 Research Methods in Criminal Justice; Intended to be taken in the student's final term

**CCJ4617 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. The importance of collaboration and multi-disciplinary approaches is also 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

**CCJ4931 Critical Issues in Criminal Justice**  
**40 hours, 4 credits**

This course will examine critical issues of law enforcement, the courts, and corrections. The role of the media and their impact on the development of criminal justice policy is explored. The course provides an evaluation of societal efforts to address discriminatory practices in the criminal justice system.

Prerequisite: None

**CDA1028C 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

**CDA1202 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

**CDA1330C 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

**CDA2520C 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: COP1801 JavaScript

**CDA2725C 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

**CDA3315C 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: COP1532C Database Fundamentals for Programmers; COP1350C C++ Programming

Additional prerequisite course for Computer Science Bachelor's Degree: CGS1820C Introduction to HTML

**CDA3515C 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)

**CDA3626C 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

**CDA4859C 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: CGS1820C Introduction to HTML; CEN3350C Software Engineering

**CEN1400 Mobile Application Development**  
**40 hours, 3 credits**

In this course, students will design and develop mobile applications using current technologies such as HTML, CSS, JavaScript, and jQuery Mobile. They will learn how to enhance mobile apps with lists, forms, grids, and panels, and to implement widgets and web storage. After conducting thorough testing and assembling documentation, students will publish a web-based mobile application to a public site.

Prerequisite: COP1801 JavaScript

**CEN3350C 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

**CEN4071C 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

**CEN4200C 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: MAD3300 Discrete Mathematics



## COURSE DESCRIPTIONS

**CEN4614C 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

**CET2522C 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

**CET2660C 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

**CGS1240 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

**CGS1820C 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

**CHM1100C 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

**CIS1308 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

**CIS1538C 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

**CIS1648C 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

**CIS1710C 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

**CIS2647C 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

**CIS2911 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

**CIS2960C 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

**CIS2983C 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

**CIS3086 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 administrate ongoing security functions in an organization.

Prerequisite: ISM2321 Managing Information Security

**CIS3139 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

**CIS3240C 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: CNT3126 Advanced Networking; CNT3003 Advanced Network Security

**CIS3332 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: CIS3086 Principles of Cyber Security

**CIS3417 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: CIS3086 Principles of Cyber Security

**CIS3550C 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

**CIS3574C 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

**CIS4005C 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: ISM4470C Information Technology Project Management II.

**CIS4028C 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

**CIS4039 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: CIS3257 Legal and Security Issues

Prerequisite in the Cyber Security Bachelor's Degree: None

**CIS4162C 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: CNT3126 Advanced Networking

**CIS4189C 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

**CIS4222C 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

**CIS4385C 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

**CIS4412C 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

**CIS4456 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

**CIS4655C 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

**CIS4784C 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: COP3703C Database Systems

**CIS4836C 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: None

*Marketing Bachelor's Degree*

Prerequisite: MAR3128 Foundations of Digital Marketing

**CIS4929C 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

**CIS4955C 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

**CJC1000 Introduction to Corrections  
40 hours, 4 credits**

This course provides a general overview of U.S. corrections, jails and prisons, institutional procedures, and recent innovations in offender treatment. Students are introduced to correctional philosophies, practices, and procedures. The concepts of retribution and rehabilitation are examined.

Prerequisite: Introduction to Criminal Justice

**CJC4600 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

**CJE1006 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.

Prerequisite: Introduction to Criminal Justice

**CJE1233 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 chemical use and abuse will be explored. In addition, legislative and policy efforts to prevent and control drug manufacturing, sales, and use will be analyzed. Finally, the public health implications of drug use will be explored.

Prerequisite: Introduction to Criminal Justice

**CJE1775 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

**CJE2172 Juvenile Justice: Delinquency,  
Dependency, and Diversion  
40 hours, 4 credits**

This course will provide an overview of the juvenile justice system. Students will examine the history and theoretical foundation of juvenile justice. Students will learn how child development impacts delinquency and the categories of youth addressed in the system. The course will demonstrate how the juvenile justice system functions within all components of the criminal justice system and explore current and future trends.

Prerequisite: Introduction to Criminal Justice

**CJE2422 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

**CJE2566 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: CJL1381 Criminal Law and Procedures: Crime and the Courtroom

## COURSE DESCRIPTIONS

**CJE2990 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.

**CJE4444 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

**CJK2081 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: CJE2566 Ethics and Psychology for Law Enforcement Professionals; or enrolled in certificate

**CJK2124 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: CJE2566 Ethics and Psychology for Law Enforcement Professionals; or enrolled in certificate

**CJK2247 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

**CJK2339 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: CJE2566 Ethics and Psychology for Law Enforcement Professionals; or enrolled in certificate

**CJK2406 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

**CJK2563 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: CJE2566 Ethics and Psychology for Law Enforcement Professionals; or enrolled in certificate

**CJK2640 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

**CJK2724 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

**CJK2881 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

**CJL1381 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.

Prerequisite: Introduction to Criminal Justice

**CJL1552 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

**CJL1747 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

**CJL3297 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: CJL1381 Criminal Law and Procedures: Crime and the Courtroom or CJL1747 Applied Criminal Procedures

**CNT1244C 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

**CNT3003 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: CET2522C Cisco Network Routing and Switching (or CCENT 100-105 ICND1 ver. 3 certification)

**CNT3126 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)

**CNT3229 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: CNT3348 Infrastructure and Hardware

**CNT3348 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: CIS1648C Hardware and Software II; or, CompTIA A+ certification I



**CNT3777 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

**CNT4283 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

**CNT4361 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

**CNT4437 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

**COM1002 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

**COM1388 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

**COM1865 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

**COM3278 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

**COP1044C 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

**COP1350C++ 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: None

**Software Application Development Associate's Degree:**

Prerequisite: COP1044C Introduction to Object-Oriented Programming

**COP1532C 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

**COP1801 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: CGS1820C Introduction to HTML

**COP2268C 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

**COP2350C 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

**COP2456C 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

**COP2570C Programming Data Structures**  
**50 hours, 4 credits**

This course is an introduction to data structures using C++. Topics to be covered include stacks, trees, and queues. Students will analyze and use recursion in their programs as well as analyze different sorting algorithms. Techniques for evaluating the correctness and efficiency of algorithms will also be covered.

Prerequisite: COP1801 JavaScript

**COP2598C 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

**COP2664C 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

**COP2810C 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

**COP2955L 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

**COP3000C 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

**COP3026C 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

## COURSE DESCRIPTIONS

**COP3230C 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: CNT1244C Introduction to Networks

**COP3703C 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: COP1532C Database Fundamentals for Programmers

**COP3805C 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: COP2268C Java Programming

**COP4970C 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

**COT4530C 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: MAD3300 Discrete Mathematics

**CP04003 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

**CRW2001 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, poems, non-fiction, and excerpts from novels. Students will create poetry and other forms of creative writing while utilizing analysis of elements of fiction. Students will develop editorial skills to revise and improve their work.

Prerequisites: Passing grade in Developmental Education coursework or placement determined by Rasmussen University entrance placement exam score

**CTS1884C 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

**CTS2321 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

**CTS2511 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

**CTS3265C 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

**CTS4557 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

**CTS4623C 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: CTS3302C Fundamentals of Cloud Computing

**DEP2004 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

**DIG1280C 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: GRA1800C Layout Design

**DIG2300C 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: GRA1800C Layout Design

**DIG3150C 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: GRA1700C Elements and Principles of Graphic Design

**DIG4100C 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: GRA3100C Contemporary and Emerging Design

**DIG4200C 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: GRA4200C Communicating with Motion Graphics

**DIG4540C 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: GRA3600C Designing for the User Experience

**DIG4800C 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

**DIG4970C 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.

**EC01000 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

**EC03250 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

**EC04223 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

**EEC1202 Early Childhood Education  
Curriculum and Instruction  
40 hours, 4 credits**

This course provides a foundation for establishing curriculum and instruction practices for children from Birth to Age 8. This course will connect developmentally appropriate practices (DAP) to developing young children's individual goals and curriculum to support learning across domains and content areas. Pedagogical methods and approaches for early childhood programming will be introduced. Students will continue to prepare for the Child Development Associate Credential (CDA) standards and application requirements.

Pre- or co-requisite: Foundations of Child Development

**EEC1700 Foundations of Child Development  
40 hours, 4 credits**

This course explores developmental domains, theories, and characteristics of children from birth to age 8. Students become familiar with the core considerations of developmentally appropriate practice and learning theories to support children throughout development. Students are introduced to the Child Development Associate Credential (CDA) standards and application requirements.

Prerequisite: None

**EEC1735 Health, Safety, and Nutrition/CDA  
Application  
40 hours, 4 credits**

This course focuses on the standards and procedures governing safety, health, and nutrition practices in early childhood education. Students examine guidelines for establishing safe and healthy environments for children from birth to age 8. Students learn strategies for establishing appropriate nutrition, controlling illness, and addressing children's special health needs. Students also explore the Child Development Associate Degree (CDA) standards and application requirements and, if eligible, students may apply for the CDA Credential at the completion of this course.

Prerequisite: Early Childhood Education Curriculum and Instruction

**EEC1960 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

**EEC1961 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: EEC1960 Field Experience I: Knowledge

**EEC1962 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: EEC1961 Field Experience II: Planning

**EEC1970 Early Childhood Education  
Exploration I: Knowledge  
40 hours, 4 credits**

This course is an introduction to early childhood education as a profession and practice. It explores the history, policies and standards for early childhood education programs. It introduces to developmentally appropriate practices for young children and developing relationships through positive communication.

Prerequisite: None

**EEC1971 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: EEC1970 Early Childhood Education Exploration I: Knowledge

**EEC1972 Early Childhood Education  
Exploration III: Reflection  
40 hours, 4 credits**

This course continues to focus on early childhood education as a profession and practice from the perspectives of developing professional, ethical, and equitable relationships with children, families, and colleagues. It will introduce students to reflective practices encouraging growth and development as professional educators. It will also cover national position statements on equity, ethical conduct, and the professional standards for early childhood educators.

Prerequisite: EEC1971 Early Childhood Education Exploration II: Planning

**EEC2213 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: EEC1700 Foundations of Child Development

**EEC2225 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

**EEC2270 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: EEC1700 Foundations of Child Development

**EEC2271 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

**EEC2272 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

**EEC2329 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

**EEC2401 Dynamics of the Family  
40 hours, 4 credits**

This course will focus on the family's influence on the growth and development of children. Family systems and parenting styles will be discussed. The course will explore issues that families of today face and how educators can support their success through communication and engagement.

Prerequisite: Foundations of Child Development

**EEC2403 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

**EEC2500 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

**EEC2613 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

**EEC2935 Summative Project for Early  
Childhood Education  
20 hours, 2 credits**

This course culminates a student's learning from throughout their early childhood education program. Students will assemble a cumulative portfolio to share their competence with the Transferable Skills in the areas of family engagement, observation and assessment, behavior guidance, culturally responsive practices, curriculum development and advocacy in the early childhood education field.

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



## COURSE DESCRIPTIONS

**EEC3000 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: EEC1700 Foundations of Child Development

**EEC3005 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

**EEC3007 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: EEC3005 Communications and Connections for Early Childhood Professionals

**EEC3011 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

**EEC3015 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: EEC1202 Curriculum and Instruction

**EEC3020 Positive Behavior Guidance for Young Children****40 hours, 4 credits**

This course is an advanced approach to positive behavior guidance in which students will examine environmental and interpersonal strategies that foster prosocial and equitable practices in early childhood education settings. This course also emphasizes how using positive interactions and relationships will support the development of executive function skills for children birth to age 8.

Prerequisite: None

**EEC3026 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 emergence 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

**EEC3171 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

**EEC3220 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

**EEC3225 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: EEC3220 Child Development – Ages Birth–3 years.

**EEC3318 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

**EEC3407 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: EEC3318 Intentional Teaching Practices

**EEC3546 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

**EEC4000 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

**EEC4005 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

**EEC4010 Early Childhood Language and Literacy Learning****40 hours, 4 credits**

This course emphasizes best practices for promoting language and literacy development for children birth to age 8. Opportunities to apply knowledge of typical and dual language learning to create curriculum responsive to developmental needs will be addressed. Integrating assessment, early learning standards, and developmentally appropriate practices to support optimum child outcomes in language and literacy learning will be stressed.

Prerequisite: None

**EEC4015 Early Childhood Education: Diversity and Social Justice****40 hours, 4 credits**

This course is an examination of diversity and social justice issues as related to high quality early childhood education for children ages birth to 8. It explores diversity, race, equity, and anti-bias perspectives both in society and working with young children and families. It explores the concepts of cultural competence and cultural humility as part of an anti-bias learning experience for young children.

Prerequisite: None

**EEC4022 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: EEC3007 Organizational Management in Early Childhood Education

**EEC4030 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

**EEC4485 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 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 term

**EEC4910 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 term

**EEX2010 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

**ENC1101 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

**ENC1121 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

**ENC3311 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

**EVR3410 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

**FIL2000 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

**FIN1000 Principles of Finance**  
**40 hours, 4 credits**

This course is a study of financial institutions, investment options, and financial management. A broad study of the financial markets, the financial statements, time value of money concepts, capital structure, and breakeven analysis is the focus of this course. This course will provide students the opportunity to demonstrate application of corporate finance tools used in business.

Prerequisite: None

**FIN1202 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

**FIN3247 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

**FIN3396 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: FIN3434 Applications in Corporate Finance

**FIN3434 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: FIN1000 Principles of Finance or FIN1202 Financial Markets and Institutions

**FIN3520 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

**FIN4019 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

**FIN4275 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

**FIN4372 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

**FIN4489 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

**FIN4970 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

**FIN4985 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

**FIN6466 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: ACG5500 Accounting for Business Analysis

**GBE1011 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

**GBE2444 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

**GBE2888 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

## COURSE DESCRIPTIONS

**GEB2930 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

**GEB3020 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

**GEB3124 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

**GEB3275 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

**GEB3388 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

**GEB3422 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

**GEB4220 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

**GEB4230 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: MAR3128 Foundations of Digital Marketing

**GEB4505 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

**GEB4513 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

**GEB5458 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

**GEB6860 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

**GLY1000 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

**GRA1000C 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

**GRA1206C 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

**GRA1500C 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

**GRA1600C 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

**GRA1700C 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: GRA1000C Graphic Design Tools and Techniques

**GRA1800C 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: GRA1600C Color Theories and Applications, GRA1206C Typography

**GRA1900C 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: GRA1700C Elements and Principles of Graphic Design

**GRA2100C 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: GRA1800C Layout Design

**GRA2200C 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: GRA2800C Web Design Fundamentals

**GRA2260C 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: GRA1800C Layout Design

**GRA2700C 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

**GRA2800C 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: GRA1800C Layout Design



**GRA2970C 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

**GRA3005C 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: GRA3200C Communicating with Typography

**GRA3100C 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: GRA1500C Color Theories and Applications

**GRA3150C 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: GRA1000C Graphic Design Tools and Techniques

**GRA3200C 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: GRA1206C Typography

**GRA3300C 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: ADV3100C Brand Development

**GRA3400C 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

**GRA3600C 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: GRA3200C Communicating with Typography

**GRA4100C 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: GRA3100C Contemporary and Emerging Design

**GRA4150C 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: GRA3600C Designing for the User Experience

**GRA4200C 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: GRA3600C Designing for the User Experience

**HIM1103 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: HSC1531 Medical Terminology; PHA1500 Structure and Function of the Human Body

**HIM1125 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: HIM1103 Coding Foundations

Pre- or co-requisite: HIM2224C Health Information Pathophysiology and Pharmacology

**HIM1126C 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: HIM1103 Coding Foundations

Pre- or co-requisite: HIM2224C Health Information Pathophysiology and Pharmacology

**HIM1257 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: HIM1103 Coding Foundations

Prerequisite or Co-requisite: HIM2224C Health Information Pathophysiology and Pharmacology

**HIM1507 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

**HIM2000 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

**HIM2133 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

**HIM2135 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: HIM2000 Introduction to Health Information Management; CGS1240 Computer Applications and Business Systems Concepts

## COURSE DESCRIPTIONS

**HIM2224C 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: PHA1500 Structure and Function of the Human Body

**HIM2410 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

**HIM2515 Management and Leadership in Health Information**  
**40 hours, 4 credits**

This course prepares students for the management of health information services and entry-level supervisory 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, human resource strategies, financial management processes, and the function of teams.

Prerequisite: HIM2000 Introduction to Health Information Management

**HIM2589C 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: STA1625 Essential Statistics and Analytics; CGS1240 Computer Applications and Business Systems Concepts

**HIM2624C 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: STA1625 Essential Statistics and Analytics; HIM2589C Healthcare Statistics and Data Management; HIM2000 Introduction to Health Information Management; CGS1240 Computer Applications and Business Systems Concepts

**HIM2655C 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: HIM2000 Introduction to Health Information Management

**HIM2944 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: HIM1125 ICD-CM Coding; HIM1257 Ambulatory Coding

Prerequisite or Co-requisite: HIM1126C ICD-PCS Coding

**HIM2945 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

**HIM2966 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

**HIM3001 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

**HIM3202 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

**HIM3304 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

**HIM3360 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

**HIM3412 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

**HIM3429 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

**HIM3515 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: HIM3810 Human Resource Management in Health Information; HIM3304 Financial Management of Health Information Services

**HIM3522 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

**HIM3710 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

**HIM3810 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

**HIM3930C 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

**HIM4135 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

**HIM4515 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: HIM3515 Health Information Leadership and Management

**HIM4624C 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: HIM3930C Healthcare Research and Statistics

**HIM4945 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: HIM4515 Advanced Health Information Leadership and Management; Must be completed in student's final quarter

Co-requisite: HIM4966 Health Information Management Capstone

**HIM4966 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: HIM4945 Professional Practice Experience in Health Information Management

**HSA1022 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: HSC1531 Medical Terminology

**HSA1050 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

**HSA1146 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

**HSA1683 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

**HSA2117 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

**HSA2264 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

**HSA2851 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

**HSA2918 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

**HSA3109 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

**HSA3110 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

**HSA3170 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

**HSA3215 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



## COURSE DESCRIPTIONS

**HSA3383 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

**HSA3422 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

**HSA4110 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

**HSA4124 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

**HSA4150 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

**HSA4191 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

**HSA4210 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

**HSA4922 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

**HSA4940 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

**HSA5000 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

**HSA5100 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

**HSA5200 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

**HSA5300 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 of population health management, graduates will analyze multiple data sources to determine patterns in population health. 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

**HSA5400 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

**HSA5500 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

**HSA6000 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

**HSA6100 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

**HSA6200 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

**HSA6300 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

**HSA6900 Healthcare Administration Capstone**  
40 hours, 4 credits

This course is the capstone course that culminates the Master of Health Administration degree. It focuses on the application of critical problem solving skills, using evidence-based and informed practices covered in previous courses. Topics covered include analyzing and interpreting healthcare financial information, healthcare information technology systems, and operational processes. This course prepares students to graduate with the skills to design strategic plans for organizational change in alignment with market forces and trends. Students will also have the opportunity to explore the various healthcare models and systems needed to address population healthcare needs.

Prerequisite: Expected to be the final course completed

**HSC1531 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

**HSC1675 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

**HSC1748 Nursing Assistant**  
120 hours, 6 credits

*HSC1748 Lecture (20 hours, 2 credits)*

*HSC1748L Lab (60 hours, 3 credits)*

*HSC1748LL 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: PHAI500 Structure and Function of the Human Body

**HSC2641 Medical Law and Ethics**  
40 hours, 4 credits

This course includes a study of the United States legal system and court process with emphasis on legal and ethical issues within the healthcare environment. Students will learn about various laws and regulations that impact healthcare, including privacy and confidentiality rules. Students will explore how medical laws and ethics apply to their future career.

Prerequisite: None

**HSC3010 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

**HSC3145 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

**HSC3258 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

**HSC3371 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

**HSC3485 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

**HSC4009 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

**HSC4125 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

**HSC4290 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

**HSC4500 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

**HUM2023 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

**HUN2000 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

**HUS1001 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

**HUS1175 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

**HUS1238 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

**HUS1320 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

**HUS1461 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

**HUS1632 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

**HUS2409 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

## COURSE DESCRIPTIONS

**HUS2627 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

**HUS2834 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

**HUS2979 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

**HUS3000 Ethics and Professionalism in Human Services**  
40 hours, 4 credits

This course will uphold ethical and professional standards for accurately conducting and documenting interactions with clients. It will address mandated reporting and protecting confidentiality throughout the intervention process. It will also focus on creating and maintaining professional boundaries and positive relationships with clients and colleagues.

Prerequisite: None

**HUS3025 Interpersonal Relations for Helping Professions**  
40 hours, 4 credits

This course will explain the importance of establishing strong interpersonal relationships within human services. It will prepare students to develop techniques to interact effectively with others by looking closely at their own values, belief systems and background. Students will adopt supportive communication strategies to motivate others and improve relationships.

Prerequisite: None

**HUS3110 Human Development Throughout the Lifespan**  
40 hours, 4 credits

This course will explain theories for how individuals develop throughout the lifespan and how variables such as environment and culture impact all areas of development. It will include how to observe individuals and contextualize their developmental histories to identify needs both one-on-one and in groups.

Prerequisite: None

**HUS3120 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

**HUS3130 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

**HUS3260 Dynamics of Human Ecosystems**  
40 hours, 4 credits

This course will view individuals through a systems theory lens focusing on an ecological systems theoretical perspective. It will provide students with an opportunity see how an individual's multiple dimensions interact and enable them to make change in their lives. It will assist students to identify an individual's behavior patterns and strengths based upon the interactions of their related systems.

Prerequisite: Theoretical Approaches to Service Delivery

**HUS3270 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

**HUS3340 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

**HUS3350 Applied Human Communication**  
40 hours, 4 credits

This course examines objective, professional verbal and nonverbal language when interacting with clients. Students will assess intercultural communication and strategies to manage personal biases when interacting with others. They will analyze the different types of communication and how different communication strategies may be necessary based on the situation. They will also practice using clear, concise, objective language to create goals, intervention plans, document interactions with clients, and explore all other types of communication used in the field.

Prerequisite: None

**HUS4000 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

**HUS4130 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

**HUS4140 Practical Application of Assessment and Evaluation**  
4 credits, 40 hours lecture

This course will uphold ethical and professional standards for accurately conducting and documenting interactions with clients. It will address mandated reporting and protecting confidentiality throughout the intervention process. It will also focus on creating and maintaining professional boundaries and positive relationships with clients and colleagues.

Prerequisite: None

**HUS4220 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

**HUS4230 Administration and Management in Human Services**  
40 hours, 4 credits

This course examines the Human Services Professional as a strategic, ethical leader. They will practice designing programs, implementation, and evaluation plans to address a community need. Students will practice maintaining the responsibilities of a Human Services Practitioner, including leadership, management, operation, and practice in the field.

Prerequisite: None

**HUS4300 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

**HUS4440 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

**HUS4450 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: HUS3000 Ethics and Professionalism in Human Services; HUS4130 Research Methodology; Expected to be the final upper-level core course completed



**HUS4460 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

**IDC3152 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

**INS3677 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

**ISM2321 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

**ISM2541C 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

**ISM3015 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

**ISM3110C 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

**ISM3255C 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

**ISM4470C 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

**ISM4505C 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

**ISM6200 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: FIN6466 Financial Analysis and Decision-Making

**LBS2030 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

**LDR2439 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

**LDR4200 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

**LDR4360 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

**LDR5000 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

**LDR5100 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

**LDR5200 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

**LDR5300 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

**LDR5400 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: LDR5300 Legal, Ethical, and Risk Issues in Organizations

**LDR6000 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: LDR5300 Legal, Ethical, and Risk Issues in Organizations

**LDR6100 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: LDR5300 Legal, Ethical, and Risk Issues in Organizations

## COURSE DESCRIPTIONS

**LDR6200 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

**LDR6300 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

**LDR6400 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

**LDR6900 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

**LIT2000 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]

**LIT3382 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

**MAC1106 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

**MAD3300 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

**MAN1300 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

**MAN2021 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

**MAN2062 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

**MAN2793 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

**MAN3322 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

**MAN3429 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

**MAN3504 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

**MAN3668 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

**MAN3710 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

**MAN4055 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

**MAN4128 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

**MAN4143 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

**MAN4164 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: MAR3592 Strategic Sales and Sales Management

**MAN4240 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

**MAN4320 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



**MAN4330 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

**MAN4572 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

**MAN4602 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

**MAN4636 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: MAR3592 Strategic Sales and Sales Management

**MAN4701 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

**MAN4720 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

**MAN4845 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

**MAN4930 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: Expected to be the final upper-level course completed

**MAN4990 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

**MAN4991 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

**MAN5100 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

**MAN6100 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

**MAN6500 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

**MAN6720 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

**MAR2011 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

**MAR2374 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

**MAR2873 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

**MAR3033 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

**MAR3128 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

**MAR3250 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

## COURSE DESCRIPTIONS

**MAR3322 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

**MAR3592 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 explore the differences between channels and 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

**MAR3817 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 offpage 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

**MAR4065 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

**MAR4171 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

**MAR4285 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: MAR3128 Foundations of Digital Marketing

**MAR4316 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: MAR3128 Foundations of Digital Marketing

**MAR4409 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: MAR3592 Strategic Sales and Sales Management

**MAR4532 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: MAR3592 Strategic Sales and Sales Management

**MAR4920 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

**MAR5819 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

**MAT1222 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

**MAT1402 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

**MAT3172 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

**MCB2289 Introduction to Microbiology**  
**70 hours, 5 credits**

*MCB2289 Lecture (30 hours, 3 credits)*  
*MCB2289L 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

**MCB2340C 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

**MEA1243 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

**MEA1350 Fundamentals in Clinical Techniques**  
**100 hours, 6 credits**

*MEA1350 Lecture (20 hours, 2 credits)*  
*MEA1350L 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

**MEA1460 Clinical Laboratory Applications & Diagnostic Procedures I**  
**100 hours, 6 credits**

*MEA1460 Lecture (20 hours, 2 credits)*  
*MEA1460L 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

**MEA1570 Clinical Laboratory Applications & Diagnostic Procedures II**  
**100 hours, 6 credits**

*MEA1570 Lecture (20 hours, 2 credits)*  
*MEA1570L 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

**MEA2203 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

**MEA2820 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 program enrollment date).

Co-requisite: MEA2895 Medical Assisting Experiential Externship or MEA2976 Medical Assisting Professional Externship; expected to be the final lower-level core course completed

**MEA2895 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.

Prerequisite: Successful completion of all Medical Assisting core courses except Career Development

Co-requisite: Medical Assisting Capstone

**MEA2976 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.

Prerequisite: Successful completion of all Medical Assisting core courses except Career Development

Co-requisite: Medical Assisting Capstone

**MLT1245 Clinical Chemistry I**  
**40 hours, 3 credits**

*MLT1245 Lecture (20 hours, 2 credits)*  
*MLT1245L 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

**MLT1325 Phlebotomy**  
**40 hours, 3 credits**

*MLT1325 Lecture (20 hours, 2 credits)*  
*MLT1325L 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

**MLT1377 Hematology I**  
**40 hours, 3 credits**

*MLT1377 Lecture (20 hours, 2 credits)*  
*MLT1377L 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: PHA1500 Structure and Function of the Human Body

**MLT1448 Clinical Microbiology I**  
**40 hours, 3 credits**

*MLT1448 Lecture (20 hours, 2 credits)*  
*MLT1448L 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: PHA1500 Structure and Function of the Human Body

**MLT1485 Urinalysis**  
**40 hours, 3 credits**

*MLT1485 Lecture (20 hours, 2 credits)*  
*MLT1485L 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: PHA1500 Structure and Function of the Human Body

**MLT1728 Introduction to Chemistry**  
**40 hours, 3 credits**

*MLT1728 Lecture (20 hours, 2 credits)*  
*MLT1728 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

**MLT2166 Clinical Chemistry II**  
**60 hours, 4 credits**

*MLT2166 Lecture (30 hours, 2.5 credits)*  
*MLT2166L 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

**MLT2230 Hematology II**  
**60 hours, 4 credits**

*MLT2230 Lecture (30 hours, 2.5 credits)*  
*MLT2230L 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

**MLT2395 Immunology**  
**40 hours, 3 credits**

*MLT2395 Lecture (20 hours, 2 credits)*  
*MLT2395L 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

**MLT2450 Immunohematology**  
**40 hours, 3 credits**

*MLT2450 Lecture (20 hours, 2 credits)*  
*MLT2450L 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

**MLT2533 Clinical Microbiology II**  
**60 hours, 4 credits**

*MLT2533 Lecture (30 hours, 2.5 credits)*  
*MLT2533L 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

**MLT2775 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

**MLT2864 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

**MMC3407 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

**MNA1161 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

**NGR5000 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

**NGR5013 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

**NGR5056 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 develop comprehensive assessments and develop evidence-based plans of care.

Prerequisite or Co-requisite: NGR5149 Advanced Pathophysiology Across the Lifespan



## COURSE DESCRIPTIONS

**NGR5100 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

**NGR5101 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

**NGR5149 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

**NGR5172 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: NGR5149 Advanced Pathophysiology Across the Lifespan

**NGR5200 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

**NGR5300 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

**NGR5400 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

**NGR5800 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

**NGR6000 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

**NGR6050 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 5000-level courses; NGR6701 The Role of the Nurse Educator

**NGR6100 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 5000-level courses

**NGR6117 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 5000-level courses; NGR6100 The Business Side of Nursing; NGR6250 Meaningful Communication and Collaboration; NGR6801 Advanced Nursing Leadership

**NGR6150 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 5000-level courses; NGR6701 The Role of the Nurse Educator

**NGR6200 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

**NGR6250 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 5000-level courses

**NGR6300 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 5000-level courses; NGR6701 The Role of the Nurse Educator

**NGR6400 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

**NGR6450 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

**NGR6500 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

**NGR6600 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

**NGR6700 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

**NGR6701 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 5000-level courses

**NGR6703 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: NGR5056 Advanced Health Assessment; NGR5149 Advanced Pathophysiology Across the Lifespan; NGR5172 Advanced Pharmacology across the Lifespan

**NGR6716 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 5000-level courses; NGR6820 Healthcare Technology

**NGR6800 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 and the opportunity to apply knowledge and skills at an advanced nursing practice level.

Pre- or co-requisite: The Science of Nursing Administration

**NGR6801 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 5000-level courses

**NGR6820 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 5000-level courses

**NGR6840 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 5000-level courses; NGR6716 Simulation in Healthcare; NGR6820 Healthcare Technology; NGR6870 Informatics in Advanced Nursing Practice

**NGR6870 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 5000-level courses

**NGR6900 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

**NGR7730 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

**NGR7840 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

**NGR7853 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: NGR7840 Applied Research and Statistics

**NGR7892 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

**NGR7894 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

**NGR7910 Leadership Practicum**  
**30-150 hours, 1-5 credits**

Select hours/credits needed:

*NGR7911LL Leadership Practicum*  
(1 credit, 30 hours)

*NGR7912LL Leadership Practicum*  
(2 credits, 60 hours)

*NGR7913LL Leadership Practicum*  
(3 credits, 90 hours)

*NGR7914LL Leadership Practicum*  
(4 credits, 120 hours)

*NGR7915LL 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

**NGR7920 Healthcare Information Systems and Technology Practicum**  
**30-150 hours, 1-5 credits**

Select hours/credits needed:

*NGR7921LL Healthcare Information Systems and Technology Practicum* (1 credit/30 hours)

*NGR7922LL Healthcare Information Systems and Technology Practicum* (2 credit, 60 hours)

*NGR7923LL Healthcare Information Systems and Technology Practicum* (3 credits, 90 hours)

*NGR7924LL Healthcare Information Systems and Technology Practicum* (4 credits, 120 hours)

*NGR7925LL 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

**NGR7930 Population and Global Health Practicum**  
**30-150 hours, 1-5 credits**

Select hours/credits needed:

*NGR7931LL Population and Global Health Practicum* (1 credit/30 hours)

*NGR7932LL Population and Global Health Practicum* (2 credit, 60 hours)

*NGR7933LL Population and Global Health Practicum* (3 credits, 90 hours)

*NGR7934LL Population and Global Health Practicum* (4 credits, 120 hours)

*NGR7935LL 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



## COURSE DESCRIPTIONS

**NGR8701 Executive Leadership I**  
**80 hours, 4 credits**

*NGR8701 Lecture (20 hours, 2 credits)*  
*NGR8701LL 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: NGR7730 Organizational and Systems Leadership

**NGR8702 Executive Leadership II**  
**110 hours, 5 credits**

**Select hours/credits needed:**

*NGR8702 Lecture (20 hours, 2 credits)*  
*NGR8702LL 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: NGR8701 Executive Leadership I

**NGR8731 Public Health and Policy I**  
**80 hours, 4 credits**

**Select hours/credits needed:**

*NGR8731 Lecture (20 hours, 2 credits)*  
*NGR8731LL 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: NGR7892 Essentials of Healthcare Policy

**NGR8732 Public Health and Policy II**  
**110 hours, 5 credits**

*NGR8732 Lecture (20 hours, 2 credits)*  
*NGR8732LL 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: NGR8731 Public Health and Policy I

**NGR8768 Professional Identity Development**  
**80 hours, 4 credits**

*NGR8768 Lecture (20 hours, 2 credits)*  
*NGR8768LL 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

**NGR8911 DNP Project I**  
**130 hours, 5 credits**

*NGR8911 Lecture (10 hours, 1 credit)*  
*NGR8911LL 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

**NGR8912 DNP Project II**  
**130 hours, 5 credits**

*NGR8912 Lecture (10 hours, 1 credit)*  
*NGR8912LL 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: NGR8911 DNP Project I

**NGR8913 DNP Project III**  
**130 hours, 5 credits**

*NGR8913 Lecture (10 hours, 1 credit)*  
*NGR8913LL 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: NGR8912 DNP Project II

**NUR1055 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

**NUR1172 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: BSC2087C Human Anatomy & Physiology I

Pre- or co-requisite: PHA1500 Structure and Function of the Human Body.

**NUR2058 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

**NUR2063 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: BSC2087C Human Anatomy and Physiology I

Pre- or co-requisite: BSC2089C Human Anatomy and Physiology II

**NUR2092 Health Assessment**  
**45 hours, 4 credits**

*NUR2092 Lecture (35 hours, 3.5 credits)*  
*NUR2092L 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

**NUR2115 Fundamentals of Professional Nursing**  
**107.5 hours, 6 credits**

*NUR2115 Lecture (30 hours, 3 credits)*  
*NUR2115L Lab (25 hours, 1.25 credit)*  
*NUR2115LL 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

**NUR2180 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: BSC2087C Human Anatomy and Physiology I

Pre- or co-requisites: BSC2089C Human Anatomy and Physiology II; NUR2063 Essentials of Pathophysiology

**NUR2214 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: NUR2356 Multidimensional Care I

**NUR2243 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: NUR2356 Multidimensional Care I

**NUR2349 Professional Nursing I  
107.5 hours, 6 credits**

*NUR2349 Lecture (32.5 hours, 3.25 credits)*

*NUR2349L Lab (15 hours, .75 credits)*

*NUR2349LL 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

**NUR2356 Multidimensional Care I  
90 hours, 5 credits**

*NUR2356 Lecture (30 hours, 3 credits)*

*NUR2356LL 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: NUR2180 Physical Assessment

**NUR2392 Multidimensional Care II  
120 hours, 6 credits**

*NUR2392 Lecture (30 hours, 3 credits)*

*NUR2392LL 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: NUR2356 Multidimensional Care I

Pre- or co-requisite: NUR2474 Pharmacology for Professional Nursing

**NUR2407 Pharmacology  
100 hours, 6 credits**

*NUR2407 Lecture (30 hours, 3 credits)*

*NUR2407L Lab (40 hours, 2 credits)*

*NUR2407LL 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

**NUR2459 Mental and Behavioral  
Health Nursing  
80 hours, 4 credits**

*NUR2459 Lecture (20 hours, 2 credits)*

*NUR2459LL 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: PSY1012 General Psychology; NUR2356 Multidimensional Care I

Pre- or co-requisite: NUR2474 Pharmacology for Professional Nursing

**NUR2474 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: NUR2063 Essentials of Pathophysiology or an active, unencumbered Practical Nursing license that awards course waiver

Pre- or co-requisite: MAT1222 Algebra

**NUR2488 Mental Health Nursing  
55 hours, 4 credits**

*NUR2488 Lecture (32.5 hours, 3.25 credits)*

*NUR2488LL 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

**NUR2502 Multidimensional Care III  
120 hours, 6 credits**

*NUR 502 Lecture (30 hours, 3 credits)*

*NUR 502LL 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: NUR2392 Multidimensional Care II; NUR2474 Pharmacology for Professional Nursing

**NUR2513 Maternal-Child Nursing  
80 hours, 4 credits**

*NUR2513 Lecture (20 hours, 2 credits)*

*NUR2513LL 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: DEP2004 Human Growth and Development; NUR2392 Multidimensional Care II; NUR2474 Pharmacology for Professional Nursing

Pre- or co-requisite: NUR2648 Professional Nursing Skills II

**NUR2571 Professional Nursing II  
110 hours, 6 credits**

*NUR2571 Lecture (32.5 hours, 3.25 credits)*

*NUR2571L Lab (10 hours, .5 credits)*

*NUR2571LL 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

**NUR2633 Maternal Child Health Nursing  
60 hours, 4 credits**

*NUR2633 Lecture (30 hours, 3 credits)*

*NUR2633LL 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

## COURSE DESCRIPTIONS

**NUR2648 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: NUR2243 Professional Nursing Skills I

Pre- or co-requisite: NUR2502 Multidimensional Care III

**NUR2755 Multidimensional Care IV**  
**120 hours, 6 credits**

*NUR2755 Lecture (30 hours, 3 credits)*

*NUR2755LL 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: NUR2502 Multidimensional Care III; NUR2648 Professional Nursing Skills II; NUR2513 Maternal-Child Nursing

**NUR2790 Professional Nursing III**  
**117.5 hours, 6 credits**

*NUR2790 Lecture (30 hours, 3 credits)*

*NUR2790L Lab (5 hours, 0.25 credits)*

*NUR2790LL 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

**NUR2832 Leadership and Professional Identity**  
**80 hours, 4 credits**

*NUR2832 Lecture (20 hours, 2 credits)*

*NUR2832LL 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: NUR2755 Multidimensional Care IV

**NUR2868 Role, Scope, Quality, and Leadership in Professional Nursing**  
**80 hours, 4 credits**

*NUR2868 Lecture (20 hours, 2 credits)*

*NUR2868LL 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.

**NUR2944 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.

**NUR2989 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

**NUR3306 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

**NUR3472 Emerging Healthcare Technologies and Innovation**  
**40 hours, 4 credits**

In this course, the numerous roles of the Nurse Informaticist 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

**NUR3561 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: NUR3472 Emerging Healthcare Technologies and Innovation or NGR5013 Foundations of Advanced Nursing Practice

**NUR3643 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: STA3215 Inferential Statistics and Analytics

**NUR3738 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

**NUR3816 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

**NUR3894 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

**NUR3907 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

**NUR4153 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

**NUR4244 Public Health Nursing**  
**90 hours, 5 credits**

*NUR4244 Lecture (30 hours, 3 credits)*

*NUR4244LL 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): NUR2502 Multidimensional Care III



**NUR4327 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): NUR2356 Multidimensional Care I

**NUR4590 Professional Identity of the Nurse Leader**  
**80 hours, 5 credits**

*NUR4590 Lecture (35 hours, 3.5 credits)*  
*NUR4590LL 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: NUR4153 Clinical Reasoning and Clinical Judgment

**NUR4681 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: NUR4244 Public Health Nursing

**NUR 4756 Transition to Practice**  
**90 hours, 5 credits**

*NUR4756 Lecture (30 hours, 3 credits)*  
*NUR4756LL 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: NUR2356 Multidimensional Care I; NUR2392 Multidimensional Care II; NUR2502 Multidimensional Care III; NUR2755 Multidimensional Care IV

**NUR4922 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

**PGY1300C 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

**PHAI500 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.

**PHC4305 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

**PHC5030 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

**PHC5103 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

**PHC5374 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

**PHC5441 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

**PHC5470 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

**PHC6117 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

**PHC6517 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

**PHC6716 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

**PHC6724 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: PHC5030 Epidemiology for Public Health Professionals

**PHC6940 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: Expected to be completed in the student's final quarter

**PHC6990 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: Expected to be completed in the student's final quarter

**PHI1520 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

## COURSE DESCRIPTIONS

**PHI2103 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

**PHT1000 Physical Therapist Assistant Fundamentals**  
**100 hours, 6 credits**

*PHT1000 Lecture (20 hours, 2 credits)*  
*PHT1000L 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: HSC1531 Medical Terminology; BSC2087C Human Anatomy and Physiology I

**PHT1100 Introduction to Evidence-Based Practice and Therapeutic Interventions**  
**60 hours, 4 credits**

*PHT1100 Lecture (20 hours, 2 credits)*  
*PHT1100L 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: PHT1000 Physical Therapist Assistant Fundamentals; HSC1531 Medical Terminology; BSC2087C Human Anatomy and Physiology I

**PHT1200 Principles of Musculoskeletal Physical Therapy – Lower Quarter**  
**70 hours, 5 credits**

*PHT1200 Lecture (30 hours, 3 credits)*  
*PHT1200L 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: PHT1100 Introduction to Evidence-Based Practice and Therapeutic Interventions

**PHT1300 Principles of Musculoskeletal Physical Therapy – Upper Quarter**  
**70 hours, 5 credits**

*PHT1300 Lecture (30 hours, 3 credits)*  
*PHT1300L 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: PHT1200 Principles of Musculoskeletal Physical Therapy – Lower Quarter; BSC2089C Human Anatomy and Physiology II

**PHT2000 Principles of Neuromuscular Physical Therapy**  
**50 hours, 4 credits**

*PHT2000 Lecture (30 hours, 3 credits)*  
*PHT2000L 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: PHT1300 Principles of Musculoskeletal Physical Therapy-Upper Quarter

**PHT2500 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: PHT2000 Principles of Neuromuscular Physical Therapy

**PHT2600 Physical Therapy Practice Across the Lifespan**  
**50 hours, 4 credits**

*PHT2600 Lecture (30 hours, 3 credits)*  
*PHT2600L 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: PHT2500 Physical Therapist Assistant Clinical

**PHT2650 Physical Therapy Practice for Special Populations**  
**50 hours, 4 credits**

*PHT2650 Lecture (30 hours, 3 credits)*  
*PHT2650L 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: PHT2600 Physical Therapy Practice Across the Lifespan

**PHT2700 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: PHT2650 Physical Therapy Practice for Special Populations

Co-requisite: PHT2800 Physical Therapist Assistant Capstone

**PHT2800 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: PPHT2650 Physical Therapy Practice for Special Populations

Co-requisite: PHT2700 Physical Therapist Assistant Clinical II

**PHY4060 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

**PLA1013 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

**PLA1108 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

**PLA1305 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

**PLA1330 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 Unauthorized 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

**PLA1423 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

**PLA2203 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

**PLA2273 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



**PLA2330 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.

Prerequisite: None

**PLA2435 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

**PLA2476 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

**PLA2620 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

**PLA2763 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

**PLA2800 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

**PLA2820 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

**POT4001 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

**PRN1032 Client-Centered Care I**  
**90 hours, 5 credits**

**PRN1032 Lecture (30 hours, 3 credits)**  
**PRN1032LL 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: NUR1055 Introduction to Nursing

**PRN1150 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: PRN1032 Client-Centered Care

**PRN1178 Client-Centered Care II**  
**90 hours, 5 credits**

**PRN1178 Lecture (20 hours, 2 credits)**  
**PRN1178LL Clinical (60 hours, 2 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: PRN1032 Client-Centered Care I

**PRN1253 Principles of Gerontological Nursing**  
**50 hours, 3 credits**

**PRN1253 Lecture (20 hours, 2 credits)**  
**PRN1253LL 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: PRN1032 Client-Centered Care I

**PRN1381 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: MAT1222 Algebra

**PRN1409 Client-Centered Care III**  
**90 hours, 5 credits**

**PRN1409 Lecture (30 hours, 3 credits)**  
**PRN1409LL 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: PRN1178 Client-Centered Care II, PRN1381 Principles of Pharmacology

**PRN1562 Principles of Mental Health Nursing**  
**70 hours, 4 credits**

**PRN1562 Lecture (25 hours, 2.5 credits)**  
**PRN1562LL 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: PRN1178 Client-Centered Care II

**PRN1664 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: PRN1150 Practical Nursing Skills I

**PRN1725 Client-Centered Care IV**  
**90 hours, 5 credits**

**PRN1725 Lecture (30 hours, 3 credits)**  
**PRN1725LL 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: PRN1409 Client-Centered Care III

**PRN1831 Principles of Maternal-Child Health Nursing**  
**70 hours, 4 credits**

**PRN1831 Lecture (25 hours, 2.5 credits)**  
**PRN1831LL 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: PRN1409 Client-Centered Care III

**PRN1993 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

**PSY1012 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

## COURSE DESCRIPTIONS

**PSY2420 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

**PSY3738 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

**PTN1009 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

**PTN1146 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: PTN1009 Foundations of Pharmacy Practice

**PTN1237 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

**PTN1454 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: PTN1146 Pharmacy Calculations

Pre- or co-requisite: PTN1237 Pharmacology for Technicians

**PTN2050 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

**PTN2873 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

**PTN2915 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

**QMB1000C 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

**QMB1100C 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

**QMB1200C 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: QMB1100C Software Design Using C#

**QMB2000C 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

**QMB2100C 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

**QMB2200C 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

**QMB2300C 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

**QMB2400C 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

**QMB2500C 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

**QMB2600C 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: MAC1106 Advanced Algebra

**QMB3000 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; COP1350C C++ Programming; COP1532C Database Fundamentals for Programmers

**QMB3100 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: STA1625 Essential Statistics and Analytics

**QMB3200 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

**QMB3300 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

**QMB4000 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: QMB3200 Introduction to Scripting

**QMB4100 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: CTS3265C Introduction to Business Intelligence

**QMB4200 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: QMB3100 Foundations of Analytics Platforms, Environments, and Software

**QMB4300 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

**QMB4400 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: QMB4000 Data Elements; QMB4300 Data Quality in Analytics

**QMB4500 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: QMB3300 Introduction to Data Visualization

**QMB4900 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

**QMB5000 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

**QMB5100C 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

**QMB5200C 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

**QMB5300C 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

**QMB5400C 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

**QMB5500C 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

**QMB6000C 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: QMB5300C Statistical Methods; QMB5500C Risk Assessment Modeling

**QMB6100C 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: QMB5400C Fundamental Classification Techniques

**QMB6200C 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: QMB5400C Fundamental Classification Techniques

**QMB6300C 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

**QMB6400C 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: QMB5200C Advanced Database Management

**QMB6900L 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

**REL3308 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

**RM14020 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

**RTE1000 Introduction to Radiology and Patient Care**  
**80 hours, 5 credits**

*RTE1000 Lecture (20 hours, 2 credits)*  
*RTE1000L 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

**RTE1100 Radiology Physics**  
**70 hours, 5 credits**

*RTE1100 Lecture (30 hours, 3 credits)*  
*RTE1100L 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



## COURSE DESCRIPTIONS

**RTE1200 Advanced Modalities in Radiology  
30 hours, 3 credits***RTE1200 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 RTE2500 Radiographic Positioning and Anatomy III

**RTE2000 Radiographic Equipment and Acquisition  
40 hours, 3 credits***RTE2000 Lecture (20 hours, 2 credits)**RTE2000L 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: RTE1000 Introduction to Radiology and Patient Care

**RTE2100 Radiographic Evaluation, Disease, and Quality Control  
30 hours, 3 credits***RTE2100 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

**RTE2200 Radiobiology and Radiation Protection  
50 Hours, 4 Credits***RTE2200 Lecture (30 hours, 3 credits)**RTE2200L 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

**RTE2300 Radiographic Positioning and Anatomy  
110 hours, 5 credits***RTE2300 Lecture (10 hours, 1 credit)**RTE2300L Lab (40 hours, 2 credits)**RTE2300LL 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

**RTE2400 Radiographic Positioning and Anatomy II  
110 hours, 5 credits***RTE2400 Lecture (10 hours, 1 credit)**RTE2400L Lab (40 hours, 2 credits)**RTE2400LL 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

**RTE2500 Radiographic Positioning and Anatomy III  
110 hours, 5 credits***RTE2500 Lecture (10 hours, 1 credit)**RTE2500L Lab (40 hours, 2 credits)**RTE2500LL 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

**RTE2600 Radiologic Technology Practicum I  
300 hours, 10 credits***RTE2600LL 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 1 of this course.

Prerequisite: Radiographic Positioning and Anatomy III; Radiobiology and Radiation Protection

**RTE2700 Radiologic Technology Practicum II  
300 hours, 10 credits***RTE2700LL 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 1 of this course.

Prerequisites: RTE2600 Radiologic Technology Practicum I; successful completion of all Radiologic Technology program core courses except RTE2800 Radiologic Technology Practicum III, and E242 Career Development

**RTE2800 Radiologic Technology Practicum III  
300 hours, 10 credits***RTE2800LL 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 1 of this course.

Prerequisite: Radiographic Technology Practicum II

**RTE2900 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: RTE2800 Radiologic Technology Practicum III

**SPC2017 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

**SPN271 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

**SSE1250 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

**STA1625 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

**STA3215 Inferential Statistics and Analytics  
40 hours, 4 credits**

This course will introduce statistical methods used for descriptive statistics. Students will build their statistics knowledge while strengthening their ability to analyze real-life scenarios and draw conclusions in a meaningful way. Topics include measures of central tendency and measures of variability, normal distribution, properties of populations and samples, hypothesis testing, and correlation and simple regression.

Prerequisite: Passing grade in Developmental Education coursework or placement determined by Rasmussen University entrance placement exam

**STS1005C 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

**STS186C 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

**STS126D 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

**STS134T 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

**STS2080C 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

**STS2180C 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

**STS2304 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

**STS2305 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

**SYG1000 Introduction to Sociology**  
**40 hours, 4 credits**

In this course, students will discover culture-based values, feelings, and attitudes while developing a better understanding of cultural values that may differ from their own. Concepts include basic sociological topics such as socialization, gender, race, social organization, and social change. Through the course, students should achieve a better understanding of sociological concepts that impact society.

Prerequisite: None

**SYG4119 Sociology in a Digital World**  
**40 hours, 4 credits**

This course examines how society's structure adapts as densely populated cities grow and more crowds congregate and create data in cyberspace. Topics to be explored through a sociological lens include wikis, big data, the digital divide, online networking, the evolution of language, and deviance.

Prerequisites: None

**TAX2002 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

**TAX3257 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

**TRA3086 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

**TRA3142 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

**TRA4017 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

**TRA4153 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

**TRA4238 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

**TRA4370 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

**TRA4490 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

**TRA4495 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.

**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
<b>English</b>		
	0–17 items correct	Not eligible for admission B080 Reading and Writing Strategies ENC1101 English Composition
	18–25 items correct	
	26–40 items correct	
<b>Math</b>		
Illinois:	0–10 items correct	B095 Combined Basic and Intermediate Algebra Lower-division Math / Natural Sciences coursework
	11–20 items correct	
Non-Illinois and Online:	0–7 items correct	B087 Practical Math Lower-division Math / Natural Sciences coursework
	8–20 items correct	

Applicants to a program that has a stated minimum School of Health Sciences and School of Nursing Entrance Exam composite score acceptable for admission to the program are exempt from the 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 bachelor-completer programs, Nursing programs, Law Enforcement, 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 Bachelor-Completer Programs**

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 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.

Note that program-specific acceptance requirements may apply.

#### Experiential Online 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.

#### 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](http://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](http://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](http://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
- 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.

- Medical Assisting Diploma

At the Blaine, Bloomington, Brooklyn Park/Maple Grove, Eagan, Lake Elmo/Woodbury, Mankato, 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
- Medical Laboratory Technician
- Physical Therapist Assistant
- Radiologic Technology
- Surgical Technologist

At the Moorhead 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.

- Practical Nursing
- Professional Nursing

At the Brooklyn Park/Maple Grove, 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

### **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 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).

#### 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 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, or 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 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.

#### 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

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 (seven calendar days) 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 12-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.

## TUITION

	PART TIME*	FULL TIME*
<b>SCHOOL OF BUSINESS</b>		
• 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
<b>SCHOOL OF DESIGN</b>		
• Standard Tuition Rate (all programs except any listed below)	\$310 per credit	\$260 per credit
– Graphic Design BS	\$299 per credit	\$229 per credit
<b>SCHOOL OF EDUCATION</b>		
• Standard Tuition Rate (all programs)	\$310 per credit	\$260 per credit
<b>SCHOOL OF HEALTH SCIENCES</b>		
• 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
<b>SCHOOL OF JUSTICE STUDIES</b>		
• Standard Tuition Rate (all programs)	\$310 per credit	\$260 per credit
<b>SCHOOL OF NURSING</b>		
• 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 (all entrance options)	\$325 per credit	\$325 per credit
• Professional Nursing Associate's Degree		
– Campuses in Florida, Illinois, Kansas, Minnesota (excluding Moorhead), and Wisconsin	\$395 per credit	\$395 per credit
– Moorhead, MN campus	\$350 per credit	\$350 per credit
• Practical Nursing Diploma		
– Campuses in Florida	\$325 per credit	\$325 per credit
– Campuses in Minnesota (excluding Moorhead)	\$375 per credit	\$375 per credit
– Moorhead, MN campus	\$350 per credit	\$350 per credit
<b>SCHOOL OF TECHNOLOGY</b>		
• Standard Tuition Rate (all programs except any listed below)	\$310 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.

**Self-Directed Assessments:** Tuition rates listed above are for faculty-led and CBE courses required within programs. Self-directed assessments, 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 self-directed assessment. See the self-directed assessments 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 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.

### 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).
- 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 are defined as taking 12 or more credits per 11-week quarter. Students taking fewer than 12 credits per 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 a term or quarter may lead to 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 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 self-directed assessments and credit by examination.
- 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 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 fee is nonrefundable for any course attended.

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

## ACADEMIC INFORMATION AND UNIVERSITY POLICIES

- 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. 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](mailto: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.

## 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: <a href="http://www.studentaid.ed.gov">www.studentaid.ed.gov</a>	\$672 – \$6,495	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: <a href="http://www.studentaid.ed.gov">www.studentaid.ed.gov</a>	\$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: <a href="http://www.ohe.state.mn.us">www.ohe.state.mn.us</a>	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: <a href="http://www.studentaid.ed.gov">www.studentaid.ed.gov</a>	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: <a href="http://www.ohe.state.mn.us">www.ohe.state.mn.us</a>	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: <a href="http://www.studentaid.ed.gov">www.studentaid.ed.gov</a>	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; Student Loan Acknowledgement suggested.
	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: <a href="http://www.studentaid.ed.gov">www.studentaid.ed.gov</a>	Same as subsidized limits, plus: <b>Dependent Student:</b> 1st Year & above – \$2,000 <b>Independent Student:</b> 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; Student Loan Acknowledgement suggested.
	Federal Direct PLUS Loan	Loan; for creditworthy parents of dependent undergraduates and graduate students. Eligibility & Terms/Conditions: <a href="http://www.studentaid.ed.gov">www.studentaid.ed.gov</a>	Up to student's cost of attendance	Student: Free Application for Federal Student Aid (FAFSA), Master Promissory Note and Loan Entrance Counseling; Student Loan Acknowledgement suggested.  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.

### 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.

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 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.

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. Several programs also have a one-time program administrative fee that may be added to the COA.

#### 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, fees, supplies, room and board, transportation, miscellaneous expenses, and child care costs.

## EXAMPLES of 2021-2022 Financial Aid Cost of Attendance (COA)

AVERAGE DIRECT COSTS	ALL SCHOOLS EXCEPT NURSING		SCHOOL OF NURSING (EXCLUDING BSN)	
	Living with Parent	Not Living with Parent	Living with Parent	Not Living with Parent
<b>Tuition</b> (for illustration purposes only)	\$10,521	\$10,521	\$16,551	\$16,551
<b>Fees</b> (for illustration purposes only)	\$2,097	\$2,097	\$2,097	\$2,097
<b>Books</b>	\$360	\$360	\$360	\$360
<b>TOTAL Average Direct Costs*</b> (for illustration purposes only)	\$12,978	\$12,978	\$19,008	\$19,008
<b>Estimated Indirect Costs</b>				
<b>Housing &amp; Meals</b>	\$4,374	\$8,721	\$4,374	\$8,721
<b>Personal Costs</b>	\$2,736	\$2,736	\$2,736	\$2,736
<b>Transportation</b>	\$2,142	\$2,142	\$2,142	\$2,142
<b>TOTAL Estimated Indirect Costs**</b>	\$9,252	\$13,599	\$9,252	\$13,599
<b>Total Estimated COA</b>	<b>\$22,230</b>	<b>\$26,577</b>	<b>\$28,260</b>	<b>\$32,607</b>

\*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.



## ACADEMIC INFORMATION AND UNIVERSITY POLICIES

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 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.

#### 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](mailto:military.questions@rasmussen.edu) or 886-245-9627.

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/](http://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.

### 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.

### 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 number 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 number 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 student account. It may be in the student's best interest to allow the school to keep the funds to reduce debt with the University. If no response is received within 14 days, the remaining post-withdrawal disbursement is cancelled.

It may be in the student's your best interest to allow the school to keep your 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.

#### **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 1 or 2 of the following quarter. The student must successfully complete Term 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 Stop-Outs (i.e., Term 2 of Fall Quarter and Term 1 of Winter Quarter or Term 1 & 2 of the same quarter). The student must commit to returning in the immediate next Term 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 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 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.

#### **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 that the leave begins.
- If the student is currently enrolled for the quarter/term 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 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.

• 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) but then has to take a Military Leave in Term 2, the letter grades they earned for the Term 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/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

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 in which they are currently enrolled. Medical Leave is also available for students who are primary caregiver's 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. Each Medical Leave can be up to one quarter and may be extended through the following quarter/term. 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. During a student's enrollment, there is no limit to the total number of non-consecutive quarters/terms 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 INFORMATION AND UNIVERSITY POLICIES

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.

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 in which the leave begins. **Important note:** If the student is currently enrolled for the quarter/term 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 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. 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 course(s) and then takes a Medical Leave, the letter grades earned for the completed courses will remain on their transcript.
4. Academic probation, 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 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 Short-Term Leave status is a form of administrative withdrawal that may be initiated by Rasmussen University under the following circumstances when the student has expressly indicated an intent to return in the next scheduled quarter/term:

- A student who has completed all of their registered courses in the quarter/term prior to the end of the quarter/term.
- 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.

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.

- A student enrolled in a 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 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 Rasmussen University.

**Competency-Based Education (CBE)****11-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.

## 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. Diversity, Equity, and Inclusion, an additional Transferable Skill, may also be included in specific programs.

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 may 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 college credit are considered Audit students. This noncredit option is NOT available to students for courses beginning with: CDA, CEN, CET, CGS (excluding CGS1240), CIS, CNT, COP, COT, CTS, EEC, EEX, GRA, HIM, ISM, MEA, MLT, PHT, PRN, PTN, NGR, NUR, RTE, or STS. However, a student who is 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.

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%
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### 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	Very Good
B-	2.75	
C+	2.50	
C	2.00	Average
C-	1.75	
D+	1.50	
D	1.00	Below Average
D-	0.75	
F	0.00	Failure
AUDIT	NA	Audit
CW	NA	Course Waiver
FD	NA	Failure Dropped
I	NA	Incomplete
PT 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.

**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 6999.

Letter Grade	Percentage Range
A	100 to 94 %
B	93 to 85%
C	84 to 78%
F	Below 78%

**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 8999.

Letter Grade	Percentage Range
A	100 to 94 %
B	93 to 85%
F	Below 85%

**Health Sciences Programs Grade Scale**

The following grade scale applies to all upper- and lower-level courses with prefixes of BSC, 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 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

**Self-Directed Assessments Policy**

Rasmussen University self-directed assessment offerings that fulfill some academic program requirements. Demonstrated mastery through the successful completion of self-directed assessments allows students to test out of some courses within their academic program.

- A signed enrollment agreement in a program which allows self-directed assessment is required in order to gain access to the library of self-directed assessments. Non-degree seeking students do not have access to self-directed assessments.
- Active students must attempt a minimum of six faculty-led credits per quarter in order to gain access to the self-directed assessments that may be available to them.
- Enrolled students must have fulfilled all Developmental Education requirements prior to enrolling in any self-directed assessments.
- Any student or prospective student must be in good academic standing in order to enroll in any self-directed assessments.
- Self-directed assessments are optional, and students can complete a degree without completing a self-directed assessment.
- Self-directed assessments must be completed within 45 days of accessing the self-directed assessment.
- There will be no extensions granted for self-directed assessments.
- If self-directed assessments are not successfully completed, the student will be required to take a faculty-led course to fulfill graduation requirements. No appeals will be considered to repeat the assessment.
- Enrolled students may elect to take a self-directed assessment in lieu of a course for any course that has been identified as having a self-directed assessment equivalent or fulfills the same General Education category.
- A completed self-directed assessment will be posted as Test-Out (TO) on the student transcript.
- If a student has already attempted the faculty-led course, as indicated by any posted grade, including W/WD/WP/WX or F/FA/FD and excluding CL, PD and WL grades, the student will not be allowed to attempt the equivalent Credit by Examination options.
- A student may complete a self-directed assessment and later decline Transfer Credit for the option (TO grade) and enroll in an equivalent faculty-led course and earn a letter grade.
- Self-directed assessments must be completed prior to or concurrently with the final faculty-led courses in the program.
- Self-directed assessments will not count as credits for financial aid eligibility.
- Self-directed assessment 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 self-directed assessment fee in order to gain access to the assessment. See the tuition structure table for current rates.
- Contact your Advisor for a list of available self-directed assessments as well as instructions to enroll and pay the self-directed 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 self-directed assessments policy.

**Empowered Learning Competency-Based Education (CBE) Programs Policy**

Students enrolled in a 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. CBE courses are defined as those which allow students control over their assignment deadlines and are time flexible within the academic term.

- CBE programs will offer at least 51% of the program credits as CBE credits.
- Students will matriculate into Rasmussen University upon acceptance in a 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 CBE program unless otherwise noted.
- Attendance policies of the University must be met.
- It is the expectation that students in a 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 CBE Program will complete their entire program by taking competency-based courses.
- Students have until the final day of the quarter/term 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/FD grade, the student will be allowed to attempt the equivalent competency-based course following the expectations of the course repeat policy.
- 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 Non-Nursing Bachelor's Degree Program Policy**

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.

#### **Eligibility to Substitute Master's-Level Course While Enrolled in a Nursing Bachelor's Degree Program Policy**

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 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 Satisfactory Academic Progress (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.
- 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 Master's programs, as applicable.
- If 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.

#### **Cancel Return Policy**

A cancel status 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.

#### **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.

#### **Reenter Policy**

A reenter status 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. 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 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 except for returning to the current curriculum.

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 by seven calendar days after the quarter/term 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/dismissed 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 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 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.

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/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/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 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.

### 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 PHT2700 Physical Therapist Assistant Clinical II and PHT2800 Physical Therapist Assistant Capstone. To achieve a passing grade in PHT2700 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 ten weekly Clinical Trackers, rating of "entry level" on all 14 components of the Clinical Performance Instrument (CPI) or current clinical internship assessment tool, and completion of all assignments with a 73% or higher on each assignment in the online (one credit) component. To achieve a passing grade in PHT2800 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 PHT2700 Physical Therapist Assistant Clinical I if they have completed all assignments in the online component with a 73% or higher and they have completed PHT2800 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 requests 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 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.

#### 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
- 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 in question does not arise from the student's decision to withdraw from the course in an earlier quarter/term, 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.

#### 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 a 5.5-week term, 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 bachelor-completer 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.

#### Course Add Policy Traditional 11-Week Quarter Programs

Students who are enrolled in courses at the beginning of a traditional 11-week quarter may add Term 1 courses through the second business day of Term 1 and add Term 2 courses through the sixth business day of Term 1, which is the close of the Course Add period. Courses may be added through the second business day of Term 2 only when Term 2 is the student's first Term 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.

#### Course Drop Policy

Students may drop courses through the sixth business day of the quarter/term. 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 2 course through the sixth business day of Term 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, a dropped course in the current quarter/term will receive a withdrawal grade per the Course Withdrawal policy. For quarter-based Term 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 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 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 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, which is equivalent to the payment period. Students in 11-week quarter-based programs have SAP assessed up to four 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. 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.

**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. 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 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 following the one quarter/term 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 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.



### 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. 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.

#### 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 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. Student grades will be impacted by the completion of deliverables.

c. Students have until the final day of the quarter/term to complete the competency-based course(s).

d. 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.

e. 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.

f. 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 self-directed assessments, 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](mailto:Transcripts@Rasmussen.edu) or mailed directly to Rasmussen University at: 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 (ACE), or Rasmussen pre-determined course-for-course equivalencies approved by the National College Credit Recommendation Service (NCCRS) 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, self-directed 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, self-directed 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, self-directed assessment, or other means.
  - 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, self-directed 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, self-directed 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 self-directed 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, self-directed 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 include: 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: MEA1350 Fundamentals in Clinical Techniques; MEA1460 Clinical Laboratory Applications & Diagnostic Procedures I; MEA1570 Clinical Laboratory Applications & Diagnostic Procedures II; MEA2895 Medical Assistant Experiential Externship; MEA2976 Medical Assistant Professional Externship; and MEA2820 Medical Assisting Capstone.
- The following courses in the Radiologic Technology Associate's Degree program are not transferable: RTE1000 Introduction to Radiology and Patient Care; RTE1100 Radiology Physics; RTE2300 Radiographic Positioning and Anatomy I; RTE2400 Radiographic Positioning and Anatomy II; RTE2500 Radiographic Positioning and Anatomy III; and RTE2900 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 MEA2203 and MLT1325 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 MLT1325 and MLT1728 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:
  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, C JL 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%.

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 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.

#### Self-Directed Assessment Transfer

- Credit for successfully completed self-directed assessments at Rasmussen University will appear as a credit by examination (TO) grade on a transcript. Credits Awarded through self-directed assessments (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 self-directed assessments will count toward earned credits and count toward the transfer maximum.

See self-directed assessments 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:

1. A block transfer of 24 credits when enrolling into the Medical Assisting Diploma program. The block transfer includes COM1002-Introduction to Communication, HSC1531-Medical Terminology, MEA1350/L-Fundamentals in Clinical Techniques, MEA1460/L-Clinical Laboratory Applications & Diagnostic Procedures I, and PHA1500-Structure and Function of the Human Body. When applying this block transfer, the maximum transfer limit is 50% and student is not eligible to double major with the Health Sciences Associate's – Medical Assisting specialization until student is in their last or second-to-last quarter.
2. A block transfer of 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, HSC2641-Medical Law



and Ethics, and PSY1012-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.

1. A block transfer of 20 credits when enrolling into the Medical Assisting Diploma program. The block transfer includes HSC1531-Medical Terminology, MEA1350/L-Fundamentals in Clinical Techniques, MEA1460/L- Clinical Laboratory Applications & Diagnostic Procedures I, and PHA1500-Structure and Function of the Human Body. When applying this block transfer, the maximum transfer limit is 50% and student is not eligible to double major with the Health Sciences Associate's – Medical Assisting specialization until student is in their last or second-to-last quarter.
2. A block transfer of 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 COM1002-Intro to Communication, E242-Career Development, HSC2641-Medical Law and Ethics, and PSY1012-General Psychology. When applying this block transfer, the maximum transfer limit is 67% and student is not eligible to earn the Medical Assisting Diploma.

#### **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 PHT099 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: BSC2087C Human Anatomy and Physiology I, BSC2089C Human Anatomy and Physiology II, HSC1531 Medical Terminology, PHT1000 Physical Therapist Assistant Fundamentals, PHT1100 Introduction to Evidence-Based Practice and Therapeutic Interventions, PHT1200 Principles of Musculoskeletal Physical Therapy-Lower Quarter, PHT1300 Principles of Musculoskeletal Physical Therapy-Upper Quarter, PHT2000 Principles of Neuromuscular Physical Therapy, PHT2500 PTA Clinical I, PHT2700 PTA Clinical II, and PSY1012 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), HSA2117 US Healthcare Systems (4 credits),

MEA2203 Pathophysiology (5 credits), one General Education Communication elective (4 credits), and one General Education Humanities elective (4 credits).

#### **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) 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%.

#### **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 COM1002 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 HSA2117 US Healthcare Systems, MEA2203 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 COM1002 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 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 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 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%.

#### Bachelor-Completer Programs Block Transfer

The following transfer policies apply:

- Students who have a conferred Associate's degree from an institution accredited by an accreditor recognized 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 self-directed assessments 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.

#### 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 ISM3015 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

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 Healthcareer Association (NHA) or the Registered Phlebotomy Technician (RPT) certification from American Medical Technologists (AMT) may receive a waiver from MLT1325 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 BMTCP: 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 BMTC101N, NURS101, and NURS201 or NUR1304, NUR1318 and NUR1319; NUR1055 Introduction to Nursing and NUR2180 Physical Assessment
- **Army** – The Combat Medic Program or AR-0709-0065 V04 Health Care Specialist: NUR2180 Physical Assessment
- **Navy** – Medic courses BMTC101N, NURS101, and NURS201: NUR1055 Introduction to Nursing and NUR2180 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)<sup>2</sup>, 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).

#### College Equivalency Credit

Credits earned through college 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 college 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 College UExcel 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](http://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.

## KNOWLEDGE CREDIT SELF-DIRECTED ASSESSMENTS

See specific options listed on program pages, as denoted by the "+" symbol. The "+" symbol following a course title indicates that there is an equivalent self-directed assessments specifically for this course. The "+" symbol appearing after a General Education category heading indicates that there is at least one self-directed assessment available to fulfill an elective within this category. Lower-division self-directed assessments on this chart may only be selected in place of designated courses listed in the certificate-, diploma-, and associate-level curricula of a self-directed assessment-eligible program. Upper-division self-directed assessments 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 self-directed assessment.

Course Equivalent	Self-Directed Assessments	Self-Directed Assessment Description	Test-Out (TO) Credits
Computer Applications and Business Systems Concepts	Computer and Microsoft Productivity	See CGS1240 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 MNA1161 Customer Service course description	4
Foundations of Child Development + Early Childhood Education Curriculum and Instruction + Health, Safety, and Nutrition/CDA Application (3 courses)	Foundations of Early Childhood Education	See EEC1700 Foundations of Child Development, EEC1202 Early Childhood Education Curriculum and Instruction, and EEC1735 Health, Safety, and Nutrition/CDA Application course descriptions	12
Cisco Network Routing and Switching	Cisco Network Routing and Switching	See CET2522C Cisco Network Routing and Switching course description	3
Introduction to HTML	Introduction to HTML	See CGS1820C Introduction to HTML course description	3
Hardware and Software I	Hardware and Software I	See CIS1538C Hardware and Software I course description	4
Hardware and Software II	Hardware and Software II	See CIS1648C Hardware and Software II course description	4
Windows Directory Services	Windows Directory Services	See CIS2647C Windows Directory Services course description	4
Introduction to Networks	Introduction to Networks	See CNT1244C Introduction to Networks course description	3
C++ Programming	C++ Programming	See COP1350C C++ Programming course description	4
Database Fundamentals for Programmers	Database Fundamentals for Programmers	See COP1532C Database Fundamentals for Programmers course description	3
Java Programming	Java Programming	See COP2268C Java Programming course description	3
Managing Information Security	Managing Information Security	See ISM2321 Managing Information Security course description	3
Fundamentals of Data Analytics	Fundamentals of Data Analytics	See QMB1000C Fundamentals of Data Analytics course description	3
Software Design Using C#	Software Design Using C#	See QMB1100C 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
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#### LOWER DIVISION - GENERAL EDUCATION

Communication	Introduction to Communication	See COM1002 Introduction to Communication course description	4
Communication	Communicating in Your Profession	See COM1388 Communicating in Your Profession course description	4
English Composition	English Composition	See ENC1101 English Composition course description	4
Humanities	Art Appreciation	See ART1204 Art Appreciation course description	4
Humanities	Humanities	See HUM2023 Humanities course description	4
Humanities	Ethics Around the Globe	See PHI1520 Ethics Around the Globe course description	4
Humanities	Introduction to Critical Thinking	See PHI2103 Introduction to Critical Thinking course description	4
Math	Algebra	See MAT1222 Algebra course description	4
Math	Essential Statistics and Analytics	See STA1625 Essential Statistics and Analytics course description	4
Natural Sciences	Structure and Function of the Human Body	See PHA1500 Structure and Function of the Human Body course description	4
Social Sciences	Principles of Economics	See ECO1000 Principles of Economics course description	4
Social Sciences	General Psychology	See PSY1012 General Psychology course description	4
Social Sciences	Multiculturalism and Diversity	See SSE1250 Multiculturalism and Diversity course description	4

#### UPPER DIVISION - GENERAL EDUCATION

Communications	Visual Communication in the Media	See MMC3407 Visual Communication in the Media course description	4
Humanities	Art in the World and the Workplace	See ART3477 Art in the World and the Workplace course description	4
Humanities	Understanding Ourselves Through Physics	See PHY4060 Understanding Ourselves Through Physics course description	4
Math	The Mathematics of Games	See MAT3172 The Mathematics of Games course description	4
Social Sciences	Sociology in a Digital World	See SYG4119 Sociology in a Digital World course description	4
Social Sciences	The Psychology of Social Media	See PSY3738 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 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.

- 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(I) 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(I) 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 Contacts

Campus or Area	Name	Title	Telephone	Email
Aurora/Naperville	Sheila Yarbrough	Academic Dean	630-888-3543	sheila.yarbrough@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
Fort Myers	Lynn Croteau	Regional Dean	407-635-8213	lynn.croteau@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	Sheila Yarbrough	Academic Dean	630-888-3543	sheila.yarbrough@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
North Orlando	Andy Binanti	Academic Dean	815-306-2628	andy.binanti@rasmussen.edu
Romeoville/Joliet	Christopher Roe	Academic Dean	815-306-2632	christopher.roe@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

## 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.

## Accreditation and Licensing

## A. Accreditation

Rasmussen University is accredited by the Higher Learning Commission, an institutional 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 accreditor of Rasmussen University is the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

The University's accreditation for the Baccalaureate degree in Health Information Management has been reaffirmed through 2025. All inquiries about the program's accreditation status should be directed by mail to CAHIIM, 200 East Randolph Street, Suite 5100, Chicago, IL, 60601; by phone at 312-235-3255; or by email at info@cahiim.org.

The Health Information Management accreditor of Rasmussen University is the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The following Health Information Technician programs at Rasmussen University are accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) based on their associate-level Health Information Management standards and are reaffirmed through the following dates:

- Rasmussen University – Aurora, Illinois through 2023
- Rasmussen University – Rockford, Illinois through 2022
- Rasmussen University – Bloomington, Eagan, Lake Elmo/Woodbury, Mankato and St. Cloud, Minnesota through 2022
- Rasmussen University – Brooklyn Park, Minnesota through 2022
- Rasmussen University – Green Bay, Wisconsin through 2023
- Rasmussen University – Online through 2023

All inquiries about the program's accreditation status should be directed by mail to CAHIIM, 200 East Randolph Street, Suite 5100, Chicago, IL, 60601; by phone at 312-235-3255; or by email at info@cahiim.org.



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, Eagan, 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.

## ACADEMIC INFORMATION AND UNIVERSITY POLICIES

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](mailto: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](mailto: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.

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](mailto:accreditation@apta.org). If needing to contact the program/institution directly, please call 352-291-8512 or email [Jeanne.Smith@rasmussen.edu](mailto:Jeanne.Smith@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.
- 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>.

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>.

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  
404-975-5000

View the public information disclosed by the ACEN regarding this candidate program at <http://www.acenursing.us/candidates/candidacy.asp>.

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 three years.
- Fort Myers campus in Florida was awarded initial accreditation in 2021 for a period of three years.
- Lake Elmo/Woodbury campus in Minnesota was awarded initial accreditation in 2018 for a period of three years.
- Ocala campus in Florida was awarded initial accreditation in 2020 for a period of three years.

Joint Review Committee on Education in Radiologic Technology, 20 North Wacker Drive, Suite 2850 Chicago, Illinois 60606-3182, 312-704-5300; [mail@jrcert.org](mailto:mail@jrcert.org)

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; [www.caahep.org](http://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](http://nc-sara.org)





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/](http://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. <https://guides.rasmussen.edu/student-success/guide/drug-prevention>. 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.

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 the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the institution in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the institution has contracted (such as an attorney, auditor, or collection agent); or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

issued under the amendment, it is not liable to any person for the disclosure of this information.

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

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

b. Law Enforcement Subpoenas — The institution may disclose education records to the entity or persons designated in any other subpoena issued for a law enforcement purpose. As with Federal Grand Jury Subpoenas, the issuing court or agency may, for good cause shown, order the institution not to disclose to anyone the existence or contents of the subpoena or the institution's response. Notification requirements nor recordation requirements apply.

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

6. The Right to Disclose — without the written consent or knowledge of the student or parent — information in education records to "appropriate parties in connection with an emergency, if knowledge of the information is necessary to protect the health and safety of the student or other individuals." Imminent danger of student or others must be present.

7. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the 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.

#### **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.

#### **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



## ACADEMIC INFORMATION AND UNIVERSITY POLICIES

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

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](http://ache.state.al.us/federal-reg.pdf)

*Alabama Community College System*  
P.O. Box 302130  
Montgomery, AL 36130-2130  
[psl.asc.edu/External/Complaints.aspx](http://psl.asc.edu/External/Complaints.aspx)

#### ALASKA

*Alaska Commission on Postsecondary Education*  
PO Box 110505  
Juneau, AK 99811  
[EED.ACPE-IA@alaska.gov](mailto:EED.ACPE-IA@alaska.gov)  
[acpe.alaska.gov/Consumer\\_Protection](http://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](http://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](mailto:ADHE_Info@adhe.edu)  
[www.adhe.edu/institutions/academic-affairs/institutional-certification-advisory-committee/grievance-form](http://www.adhe.edu/institutions/academic-affairs/institutional-certification-advisory-committee/grievance-form)  
[sbpcce@arkansas.gov](http://sbpcce@arkansas.gov)  
[www.adhe.edu/private-career-education/students/](http://www.adhe.edu/private-career-education/students/)

*Arkansas State Board of Private Career Education*  
501 Woodlane, Suite 312S  
Little Rock, AR 72201  
[sbpcce@arkansas.gov](mailto:sbpcce@arkansas.gov)  
[www.adhe.edu/private-career-education/complaintProcess.aspx](http://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](mailto:bppe@dca.ca.gov)  
[bppe.ca.gov/forms\\_pubs/complaint.pdf](http://bppe.ca.gov/forms_pubs/complaint.pdf)

*Exempt Institutions:*  
*Attorney General's Office*  
*California Department of Justice*  
Attn: Public Inquiry Unit  
P.O. Box 9044255  
Sacramento, CA 94244-2550  
[ag.ca.gov/contact/complaint\\_form.php?cmplt=PL](http://ag.ca.gov/contact/complaint_form.php?cmplt=PL)

#### COLORADO

*Colorado Department of Higher Education*  
1560 Broadway, Suite 1600  
Denver, CO 80202  
[highered.colorado.gov/Academics/Complaints/default.html](http://highered.colorado.gov/Academics/Complaints/default.html)  
[highered.colorado.gov/DPOS/Students/complaint.html](http://highered.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.tradepactices@ct.gov/ctdcp/lib/dcp/  
Consumer\_Statement\_CPR-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.  
shtml

**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/

**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*  
DVD/Office of Career and Technical Schools  
10 North Senate Avenue, Suite 304  
Indianapolis, IN 46204  
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

**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  
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

**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

**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

**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

*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  
*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

**MINNESOTA**

*Minnesota Office of Higher Education*  
1450 Energy Park Drive, Suite 350  
St. Paul, MN 55108-5227  
ohe.state.mn.us/mPg.cfm?pageID=1078

**MISSISSIPPI**

*Mississippi Commission on College Accreditation*  
3825 Ridgewood Road  
Jackson, MS 39211-6453  
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)  
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

**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  
www.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  
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

**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  
*New Jersey Division of Consumer Affairs*  
124 Halsey Street  
Newark, NJ 07102  
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/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  
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  
*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  
www.acces.nysed.gov/bpss/student-rights

## ACADEMIC INFORMATION AND UNIVERSITY POLICIES

**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/](http://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)

**OKLAHOMA**

*Oklahoma State Regents for Higher Education*  
655 Research Parkway, Suite 200  
Oklahoma City, OK 73104  
[www.okhighered.org/current-college-  
students/complaints.shtml](http://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/](http://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](http://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%20  
Career%20Education/Private%20Licensed%20  
Schools/Community%20Colleges-Colleges-  
Universities%20and%20Seminaries%20  
Complaint%20Form.pdf](http://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/](http://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/](http://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](http://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](http://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](http://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](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](http://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](http://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](mailto:consumerprotection@utah.gov)  
[dcp.utah.gov/complaints/manual.html](http://dcp.utah.gov/complaints/manual.html)

**VERMONT**

*Vermont Agency of Education,  
State Board of Education*  
120 State Street  
Montpelier, VT 05620-2501  
[AOE.EdInfo@state.vt.us](mailto:AOE.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](http://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](mailto:complaints@wsac.wa.gov)  
[wsac.wa.gov/protecting-education-consumers](http://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](mailto:workforce@wtb.wa.gov)  
[wtb.wa.gov/PCS\\_Complaints.asp](http://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](http://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](http://wvctcs.org/complaints)

**WISCONSIN**

*Wisconsin Educational Approval Board*  
PO Box 8366  
Madison, WI 53708-8366  
[dspseap@wisconsin.gov](mailto:dspseap@wisconsin.gov)  
[https://dps.wi.gov/Documents/  
EAComplaintForm3.01.doc](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://1dd1xtt2jowkvs672myo6z14-wpengine.  
netdna-ssl.com/wp-content/uploads/2018/08/  
Wyoming-Department-of-Education-Student-  
Complaint-Process.pdf](https://1dd1xtt2jowkvs672myo6z14-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/](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](http://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](mailto: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



## ACADEMIC INFORMATION AND UNIVERSITY POLICIES

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;
- (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.

## ACADEMIC INFORMATION AND UNIVERSITY POLICIES

- 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.
  - d. **Bystanders, witnesses, or other third-parties** should report through the Online Reporting System or to the Title IX Coordinator.
2. Submit complaints to:
- a. The Online Reporting System at <http://www.rasmussen.edu/student-life/title-ix/> on the University website.
  - b. The Title IX Coordinator, ([titleix@rasmussen.edu](mailto:titleix@rasmussen.edu))
  - c. The Vice President of Human Capital ([titleix@rasmussen.edu](mailto: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**
1. Regarding an alleged incident of sexual assault, domestic violence, dating violence, or stalking, no retaliatory action (e.g., threats, intimidation, reprisals, or adverse employment or educational actions) shall be taken against:
    - a. The Victim/Survivor;
    - b. Those who, in good faith, report or disclose, file a complaint, or otherwise participate in the Inquiry, Investigation, or complaint resolution process;
    - c. An individual who serves as an advisor or support person for any party; and
    - d. An individual, merely because they are or have been the object of a complaint.
  2. Complaints of retaliation will be investigated and resolved under the complaint procedures of this policy, and are subject to the range of sanctions outlined in this policy.
- H. Amnesty for Good Faith Reporters**
- A witness or Victim/Survivor of an incident of alleged sexual assault, domestic violence, dating violence, or stalking who reports in good faith:
1. Shall not be sanctioned by the University for admitting in the report to a violation of University policy on the personal use of drugs or alcohol; and
  2. Are immune from other violations of student conduct policies, including an action that places the health or safety of any other person at risk, unless the University determines that the violation was egregious.
- I. Inquiries, Investigations, and Resolution of Complaints**
1. An Inquiry or Investigation is conducted by the Title IX Coordinator, Vice President of Human Capital, corporate counsel, or any combination thereof.
  2. **Inquiry.** An Inquiry is an initial assessment of whether the reported incident is governed by this policy and will include a telephone conversation with the Complainant and Victim/Survivor. The Title IX Coordinator, Vice President of Human Capital, corporate counsel, or combination thereof, will make a determination whether the circumstances warrant further investigation or whether the reported incident can be resolved by taking any action deemed appropriate to ensure the Victim's/Survivor's rights under this policy.
  3. **Investigation.** A formal Investigation may follow an Inquiry if warranted by the circumstances.
    - a. Before an Investigation begins, the 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.
    - b. The procedure for conducting an Investigation will include:
      - i. Implementation of appropriate interim protective measures, if requested or if deemed necessary by the investigator.
      - ii. Interviewing the Victim/Survivor, Complainant, Respondent, and witnesses.
      - iii. Communication with the Victim/Survivor until the matter is resolved. The Victim/Survivor will be informed of procedures being followed throughout the Inquiry or Investigation, but will not be informed of specific information derived from conversations with the Respondent.
      - iv. A written report detailing findings, recommendations, and sanctions.
      - c. The preponderance of the evidence standard shall be used in determining whether a violation of this policy occurred.
- J. Appeals**
1. The Victim/Survivor and Complainant, and the Respondent, have the right to timely appeal the findings or imposed sanctions resulting from an Inquiry or Investigation. An appeal will only be considered if it alleges one of the following:
    - a. A procedural error occurred;
    - b. New information exists that would substantially change the outcome of the finding; or
    - c. The sanction is disproportionate with the violation.
  2. Appeals must be written, and filed with the General Counsel ([titleix@rasmussen.edu](mailto:titleix@rasmussen.edu)).
  3. The word "APPEAL" should be clearly written at the top of the appeal.
  4. The appeal should clearly state, with specific details, the justification for the appeal.
  5. Appeal Procedure:
    - a. The President and General Counsel will consider and decide the appeal.
    - b. The appeal will be limited in scope to the matter appealed, and to the evidence contained in the original Inquiry and Investigation record, unless the basis for the appeal is that new information exists.
      - i. If the appeal asserts that new information exists, the burden is on the appellant to produce the new information. However, the 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.
    - c. Upon due consideration, and based upon the preponderance of the evidence, a written appellate report containing findings and recommendations shall be produced.
- d. The Victim/Survivor, Complainant, and the Respondent shall receive the appeal decision in writing within 7 days after the conclusion of the review of findings or sanctions, or sooner if required by federal or State law.
6. All findings and recommendations of an appeal are final.
- K. Contacts**
1. The following 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](mailto:titleix@rasmussen.edu)
    - a. Title IX Coordinator: Joshua Collier
    - b. Deputy Title IX Coordinator: Noel Borg
    - c. General Counsel: Lori Krizenga
    - d. Associate Counsel: Aleksandar Dordevic
    - e. Associate Counsel: Nathaniel Orpen
  2. Please see the lists for Local Law Enforcement, Medical Facilities, and Victim's/Survivor's Support and Advocacy Resources at: <http://www.rasmussen.edu/student-life/title-ix/>
- 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.

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– Renovus Capital Partners, Founding Partner

**Sharon Thomas Parrott**

Director, Public Member

**Mathew Yale**

Director, Public Member

## CENTRAL OFFICE

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MA, Nursing, The College of St. Scholastica  
BS, Nursing, University of Wisconsin-Eau Claire

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BS, University of Toledo

**Kevin Delano**

Chief Financial Officer  
MBA, Washington University in St. Louis  
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**Craig Steege**

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Blaine, Brooklyn Park/  
Maple Grove

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BA, St. Olaf College

Blaine

**Adam Farm**  
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Bloomington

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St. Cloud

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Eagan

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Lake Elmo/Woodbury

**Kathy Sanger**  
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Mankato

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BA, Minnesota State University-Mankato

St. Cloud

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Campus Director

Fargo/Moorhead

**Brein Haugen**  
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Fargo/Moorhead

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BA, Central Michigan University

Green Bay/Wausau

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Green Bay

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Wausau

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Bloomington/  
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Please refer to the faculty list maintained on the catalog page of the Rasmussen University website.

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### Jon Mladic

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BA, Illinois Wesleyan University

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BA, University of Iowa  
ADN, Rasmussen University

### Cassandra Feidt

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BA, Marquette University

### Bloomington

### Lake Elmo

### Eagan

### Brandon/Tampa

### Fort Myers

### Topeka/

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### Kristine Keuntjes

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### Bethany Marston

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BS, University of Illinois

### Bonnie Ostrand

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### Anna Phan

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AS, Rasmussen University

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BA, University of Wisconsin

### Emily Gilbert

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BA, Carthage College

### Ashley Guy

Librarian  
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BA, University of Wisconsin-La Crosse

### Dennis Johnson

Librarian  
MLIS, Dominican University  
BA, Winona State University

### Jan McCartney

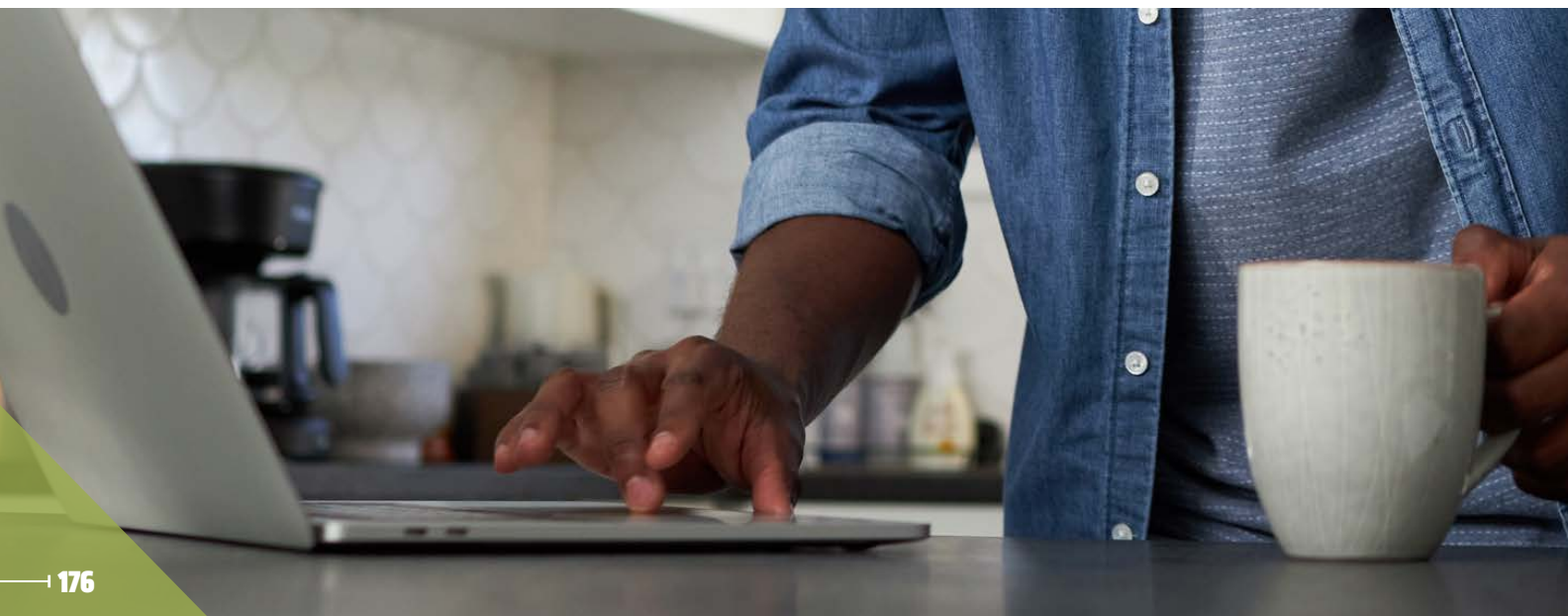
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MLIS, Florida State University  
BA, Saint Leo University

### Suzanne Schrieffer

Librarian  
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MBA, University of Detroit  
BA, University of Michigan

### Sara Stambaugh

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### Rockford

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Rockford, IL 61108  
815-316-4800

### Mokena/Tinley Park

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Mokena, Illinois 60448  
815-534-3300

### Romeoville/Joliet

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Road  
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815-306-2600

## Kansas

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Overland Park, KS 66210  
913-491-7870

### Topeka

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View  
Topeka, KS 66606  
785-228-7320

## North Dakota

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Fargo, ND 58103  
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## Wisconsin

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Green Bay, WI 54303  
920-593-8400

### Wausau

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715-841-8000

## National Online

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## Learning Center

### Centro de Aprendizaje

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way  
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### Ocala School of Nursing

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Ocala, FL 34471  
352-291-0865

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Odessa, FL 33556  
813-435-3601

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4400 West 78th Street  
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### Mankato

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**p. 3, 2021-2022 Course Change Deadlines**

(3/17/2022)

Delete the contents of this page in its entirety and replace with the 2021-2022 – Course Change Deadlines chart that appears at the end of this Addendum. Updated “Last Date to Withdraw from a Course” dates apply starting Spring Quarter 2022, which begins on April 4, 2022.

**PROGRAM PAGES****Inferential Statistics and Analytics self-directed assessment** (10/15/2021)

Add a + sign after STA3215 Inferential Statistics and Analytics on the following program pages to denote a self-directed assessment is available as of 1/3/2022:

- p. 12, Business Management Bachelor’s
- p. 15, Finance Bachelor’s
- p. 16, Healthcare Management Bachelor’s
- p. 19, Human Resources and Organizational Leadership Bachelor’s
- p. 22, Marketing Bachelor’s
- p. 23, Supply Chain and Logistics Management Bachelor’s
- p. 43, Health and Wellness Bachelor’s
- p. 68, Bachelor of Science in Nursing-Standard Entrance
- p. 72, Bachelor of Science in Nursing-RN to BSN
- p. 86, Computer Science Bachelor’s
- p. 87, Data Analytics Bachelor’s

**p. 7, Accounting Certificate** (1/21/2022)

Effective with April 4, 2022 start date, students enrolled in the above programs are eligible to take self-directed assessments.

- At the top of the page under the program name add, “Knowledge Credit Self-Directed Assessment Available”.
- Replace the self-directed statement that appears immediately after the Total Certificate/Diploma Credits” with the following, “+Self-directed assessment available; see page 158 for details.”

**p. 9, Accounting Bachelor’s degree** (4/28/2022)

Effective the July 5, 2022 start date, replace the Acceptance Requirements section in its entirety:

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 that demonstrates one of the following:

- a. A conferred Associate’s degree in Accounting

- b. A conferred Associate’s degree or higher in an unrelated field
- c. At least 60 quarter credits (or 40 semester credits) of college-level coursework completed with a grade of C or higher in each course

Students who transfer a conferred Associate’s degree in Accounting will receive a block transfer of 90 lower-level quarter credits.

Students with a conferred associate’s or bachelor’s degree in an unrelated field, or at least 60 eligible quarter credits, may be considered for this program as specified below:

- Students may be required to take additional lower-level prerequisite courses when equivalent courses have not been completed. Prerequisite courses a student may be required to complete include: ACG1022 Financial Accounting I and ACG1033 Financial Accounting II.
- 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. Eligible transfer credits will be applied to their program at the appropriate level.

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. 10 , Business Certificate (1/21/2022)**

*Effective with April 4, 2022 start date, students enrolled in the above programs are eligible to take self-directed assessments.*

- At the top of the page under the program name add, "Knowledge Credit Self-Directed Assessment Available".
- Replace the self-directed statement that appears immediately after the Total Certificate/Diploma Credits" with the following, "+Self-directed assessment available; see page 158 for details."

**p. 17, Healthcare Management Bachelor's degree (11/23/2021)**

*Replace the Master's-Level Course Substitutions chart with the following:*

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.

Healthcare Management Bachelor's	
Bachelor's-Level Course	Master's-Level Course Substitution*
Master of Healthcare Administration	
HSA3110 Introduction to Healthcare Administration	HSA5100 Introduction to Healthcare Delivery Systems
HSA3383 Quality Improvement in Healthcare	HSA6200 Healthcare Quality Management
HSA4110 Healthcare Operations Management	HSA6100 Healthcare Operations Management
HSA4191 Healthcare Information Systems	HSA6000 Healthcare Information Systems and Technology
HSA4210 Advanced Healthcare Law and Ethics	HSA5200 Healthcare Policy, Ethics, and Laws
MAN4710 Leading Change	LDR5000 Professional Growth and Leadership
Master of Public Health	
GEB4220 Managing a Diverse Workforce	PHC6117 Public Health Leadership
HSA4110 Healthcare Operations Management	PHC6517 Public Health Administration, Governance, and Management
HSA4210 Advanced Healthcare Law and Ethics	HSA5200 Healthcare Policy, Ethics, and Laws
Healthcare Management Bachelor's - Public Health specialization	
Bachelor's-Level Course	Master's-Level Course Substitution*
Master of Healthcare Administration	
HSA3110 Introduction to Healthcare Administration	HSA5100 Introduction to Healthcare Delivery Systems
HSA3383 Quality Improvement in Healthcare	HSA6200 Healthcare Quality Management
HSA4110 Healthcare Operations Management	HSA6100 Healthcare Operations Management

MAN4710 Leading Change	LDR5000 Professional Growth and Leadership
Master of Public Health	
HSA4110 Healthcare Operations Management	PHC6517 Public Health Administration, Governance, and Management
HSC3371 Health Education and Training	PHC5470 Principles of Health Behavior
HSC3485 Healthcare Advocacy	PHC5441 Social Determinants of Health
HSC4500 Epidemiology	PHC5030 Epidemiology for Public Health Professionals
PHC4305 Practices and Policies in Public Health	HSA5200 Healthcare Policy, Ethics, & 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.

**p. 19, Human Resources and Leadership Bachelor's degree (11/23/2021)**

*Replace the Master's-Level Course Substitutions chart with the following:*

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	
MAN3710 Law and Ethics for the Human Resources Professional	LDR5300 Legal, Ethical, and Risk Issues in Organizations
MAN4143 Contemporary Leadership Challenges	LDR5000 Professional Growth and Leadership
MAN4240 Organizational Behavior Analysis	LDR5200 Organizational Behavior and Leadership
MAN4320 Human Resource Recruitment and Selection	LDR5400 Strategic Recruitment and Retention
Master of Business Administration	
MAN4143 Contemporary Leadership Challenges	LDR5000 Professional Growth and Leadership
MAN4240 Organizational Behavior Analysis	LDR5200 Organizational Behavior and Leadership

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

**p. 24, Graphic Design Associate's Degree**

**p. 25, Graphic Design Bachelor's Degree**

(9/30/2021)

*Replace Computer Requirements with the following:*

Windows	Mac
AMD Ryzen 1000 series (or newer) <b>OR</b> Intel 6thGen or newer CPU (Core i7 with hyperthreading recommended)	Apple Silicon (Rosetta2 supported) <b>OR</b> Intel 6thGen or newer CPU (Core i7 with hyperthreading recommended)
16GB of RAM (32GB recommended)	16GB of RAM (32GB recommended)
Windows 10 or higher	macOS v10.14 Mojave or newer
512GB HDD or SSD (1TB recommended)	512GB HDD or SSD (1TB recommended)
NVidia GTX 10xx with 2GB of GPU 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 complete some assignments.)	AMD Raedon Pro with 2GB of GPU 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 complete some assignments.
15.4" display (minimum)	15.4" display (minimum)

**p. 26, Early Childhood Education Certificate**

(1/21/2022)

*Effective with April 4, 2022 start date, students enrolled in this program are eligible to take self-directed assessments.*

- At the top of the page under the program name add, "Knowledge Credit Self-Directed Assessment Available".
- Add a + sign after EEC1202 Early Childhood Education Curriculum and Instruction, EEC1700 Foundations of Child Development and EEC1735 Health, Safety, and Nutrition/CDA Application.
- Add the following statement after Total Certificate Credits, "+Self-directed assessment available; see page 158 for details."

**p. 32, Healthcare Certificate (10/15/2021)**

Remove footnote 1 notation from both Elective Course entries only for the program version not available in Illinois (left side of page), and delete the corresponding footnote 1 notation after Total Certificate Credits, "Some elective courses include required residential labs, which are only available to students enrolled at select campuses, and cannot be completed fully online."

**p. 32, Healthcare Certificate (1/21/2022)**

*Effective with April 4, 2022 start date, students enrolled in this program are eligible to take self-directed assessments.*

- At the top of the page under the program name add, "Knowledge Credit Self-Directed Assessment Available".
- For the program version not available in Illinois:
  - Add a + sign after COM1002 Introduction to Communication, Structure and Function of the Human Body, and both Elective Course entries
  - Add the following statement after Total Certificate Credits, "+Self-directed assessment available; see page 158 for details."
- For the program version available in Illinois Only:
  - Add a + sign after COM1002 Introduction to Communication, E242 Career Development, PHA1500 Structure and Function of the Human Body and both Elective Course<sup>1</sup> entries
  - Add the following statement after Total Certificate Credits, "+Self-directed assessment available; see page 158 for details."

**p. 33, Medical Administrative Assistant Certificate (1/21/2022)**

*Effective with April 4, 2022 start date, students enrolled in this program are eligible to take self-directed assessments.*

- At the top of the page under the program name add, "Knowledge Credit Self-Directed Assessment Available".
- Add a + sign after COM1002 Introduction to Communication, E242 Career Development and PHA1500 Structure and Function of the Human Body.
- Add the following statement after Total Certificate Credits, "+Self-directed assessment available; see page 158 for details."

**p. 34, Medical Assisting Diploma (1/21/2022)**

*Effective with April 4, 2022 start date, students enrolled in this program are eligible to take self-directed assessments.*

- At the top of the page under the program name add, "Knowledge Credit Self-Directed Assessment Available"
- Add a + sign after COM1002 Introduction to Communication, E242 Career Development, PHA1500 Structure and Function of the Human Body and PSY1012 General Psychology.
- Add the following statement after Total Certificate Credits, "+Self-directed assessment available; see page 158 for details."

**p. 34, Medical Assisting Diploma (2/18/2022, 6/15/2022)**

*Replace the Acceptance Requirements section with the following:*

Applicants to the Medical Assisting Diploma program must successfully complete at least 8 credits or more of designated coursework applicable to the Medical Assisting Diploma program, prior to acceptance to the Medical Assisting Diploma program. The credits may either be transferred to the Medical Assisting Diploma program, following the Rasmussen transfer policy, or be completed at Rasmussen University. Students meeting all other acceptance requirements and coming from an employer based medical assisting apprenticeship program, may be exempted from the eight-credit coursework requirement. At the end of the quarter in which the student successfully completes 8 credits or more of designated coursework and meets all the requirements of Satisfactory Academic Progress in the most recently attended program of enrollment at Rasmussen, the student may request to transfer to the Medical Assisting Diploma program. All Medical Assisting Diploma acceptance requirements must be met to transfer. The student's advisor will assist the student in completing the program transfer.

**p. 34, Medical Assisting Diploma**

*Replace the statement immediately following Total Diploma Credits with the following (3/17/2022, 6/15/2022).*

*Remove "Brooklyn Park/Maple Grove" (6/30/2022) from the following:*

**The Medical Assisting Diploma program is not available at the Mokena/Tinley Park, IL; Lake Elmo/Woodbury, MN, Moorhead, MN, North**

**Orlando, FL; or Kansas or North Dakota campuses.**

*Replace the accreditation paragraph with the following (6/15/2022).*

*Replace "Blaine" with "Hennepin/Anoka" (6/30/2022):*

The Medical Assisting Diploma program at the Aurora/Naperville (with an off-campus ABHES approved instructional site in Mokena/Tinley Park), 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 Bloomington, Eagan, Hennepin/Anoka, 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.

*Add the following before the paragraph regarding attending an Externship meeting and site orientation:*

The Medical Assisting Diploma Program meets or exceeds 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, 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

Each state determines its own requirements for licensure or certification as a medical assistant. 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 an allied health setting. Please check with state agencies in your state for further details as requirements may change at any time.

*Replace the background check statement with the following:*

In addition to meeting all other admissions requirements, Florida, Illinois, 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 at every campus except the Blaine campus must successfully pass a background check through the Minnesota Department of Human Services. In addition to meeting all other admissions requirements, Blaine, MN 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.

**p. 35, Pharmacy Technician Certificate**

(1/21/2022)

*Effective with April 4, 2022 start date, students enrolled in this program are eligible to take self-directed assessments.*

- At the top of the page under the program name add, "Knowledge Credit Self-Directed Assessment Available".
- Add a + sign after COM1002 Introduction to Communication, E242 Career Development and PHA1500 Structure and Function of the Human Body.
- Add the following statement after Total Certificate Credits, "+Self-directed assessment available; see page 158 for details."

**p. 36, Healthcare Associate's Degree** (8/6/2021; 10/15/2021)

*Delete the following statement that appears in the first column above CORE COURSES section:*

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

*Delete the following statement that appears in the second column after the + Self-directed assessment available" statement:*

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

**p. 36, Healthcare Associate's Degree - Healthcare Administration Specialization** (10/15/2021)

*Remove footnote 2 notation from both Elective Course entries and delete the corresponding footnote 2 notation: "Some elective courses include required residential labs, which are only available to students enrolled at select campuses, and cannot be completed fully online."*

**p. 37, Healthcare Associate's Degree -Medical Assisting Specialization** (12/17/2021, 3/17/2022)

*Replace the statement immediately following "+Self-directed assessment available; see page 158 for details" with the following:*

**The Healthcare Associate's Degree – Medical Assisting Specialization program is not available at the Moorhead, MN; North Orlando, FL; or Kansas or North Dakota campuses.**

*Replace the third paragraph that follows "+Self-directed assessment available; see page 158 for details" with the following, which removes the five year requirement:*

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 in order to enroll in this program. Students concurrently enrolled must successfully complete the diploma program coursework in order to obtain a Healthcare Associate's Degree with Medical Assisting Specialization

**p. 38, Health Sciences Associate's Degree - Healthcare Specialization** (10/15/2021)

*Remove footnote 2 notation from the first Elective Course entry and replace the corresponding footnote 2 with: "The elective course Introduction to Microbiology includes a required residential lab, which is only available to students enrolled at select campuses, and cannot be completed fully online."*

**p. 39, Health Sciences Associate's Degree - Medical Assisting Specialization** (12/17/2021)

*Replace the paragraph that follows "+Self-directed assessment available; see page 158 for details" with the following, which removes the five year requirement:*

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 in order to enroll in this program. Students concurrently enrolled must successfully complete the diploma program coursework in order to obtain a Health Sciences Associate's Degree with Medical Assisting Specialization.

**p. 40, Medical Billing and Coding Certificate**

(1/21/2022)

*Effective with April 4, 2022 start date, students enrolled in the above programs are eligible to take self-directed assessments.*

- At the top of the page under the program name add, "Knowledge Credit Self-Directed Assessment Available".
- Replace the self-directed statement that appears immediately after the Total Certificate/Diploma Credits" with the following, "+Self-directed assessment available; see page 158 for details."

**p. 41, Health Information Technician Degree**

(6/15/2022)

*From the list of CAHIIM accredited programs, delete the list of CAHIIM accredited programs in its entirety and replace with the following:*

- Rasmussen University – National Online through 2025
- Rasmussen University – Bloomington, Eagan, Lake Elmo/Woodbury, Mankato and St. Cloud, Minnesota through 2022

**p. 43, Health and Wellness Bachelor's degree**

(11/23/2021)

*Replace the Master's-Level Course Substitutions chart with the following:*

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 *
<b>Master of Public Health</b>	
HSC3371 Health Education and Training	PHC5470 Principles of Health Behavior
HSC3485 Healthcare Advocacy	PHC5441 Social Determinants of Health
HSC4500 Epidemiology	PHC5030 Epidemiology for Public Health Professionals
PHC4305 Practices and Policies in Public Health	HSA5200 Healthcare Policy, Ethics, & Laws
<b>Master of Healthcare Administration</b>	
HSA3110 Introduction to Healthcare Administration	HSA5100 Introduction to Healthcare Delivery Systems

HSA3383 Quality Improvement in Healthcare	HSA6200 Healthcare Quality Management
HSA4210 Advanced Healthcare Law and Ethics	HSA5200 Healthcare Policy, Ethics, and Laws
MAN4143 Contemporary Leadership Challenges	HSA55000 Healthcare Leadership and Human Resources

\* 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.

**p. 45, Master of Public Health (3/17/2022)**

*Add the following as the last statement on the page:*

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.

**p. 47, Human Services Bachelor's degree**

(4/28/2022)

*Effective the July 5, 2022 start date, replace the Acceptance Requirements section in its entirety:*

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
- A conferred Associate's degree or higher in an unrelated field
- At least 90 quarter credits (or 60 semester credits) of college-level coursework completed with a grade of C or higher in each course

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

- Human Services
- Child and Family Studies
- Child Life Specialist/Assistant
- Child Psychology
- Early Care and Education
- Early Childhood Education
- Early Childhood Studies
- Early Childhood and Youth Development
- Education and Youth Studies
- Para-Educator
- Criminal Justice

Students with an unrelated Associate's degree or higher, or at least 90 eligible quarter 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. Prerequisite courses a student may be required to complete include: PSY1012 General Psychology and SYG1000 Introduction to Sociology.

**p. 50, Physical Therapist Assistant Associate's Degree (9/30/2021)**

*Delete and replace the second paragraph in the ACCEPTANCE REQUIREMENTS section with the following:*

This program requires specific immunizations prior to professional practice experience, which are listed in the program handbook. A health physical may be required 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 programmatic faculty.

**p. 50, Physical Therapist Assistant Associate's Degree**

*Replace the statement that appears after Total Associate's Degree Credits with the following (11/23/2021):*

*Update the statement by replacing "Brooklyn Park/Maple Grove" with "Hennepin/Anoka" (6/30/2022):*

This program is only available at the Ocala campus in Florida and the Hennepin/Anoka campus in Minnesota.

**p. 50-51, Physical Therapist Assistant Associate's Degree**

*Replace the last paragraph on page 50 and all information on page 51 in its entirety and replace with the following (12/17/2021):*

*In the second paragraph on page 51, replace "Brooklyn Park/Maple Grove" with "Hennepin/Anoka" (6/30/2022).*

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 – Hennepin/Anoka is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call 763-496-6022 or email [Laure.Miele@rasmussen.edu](mailto:Laure.Miele@rasmussen.edu).

The Physical Therapist Assistant Program at Rasmussen University – Ocala is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call 352-291-8552 or email [Stacy.Campbell1@rasmussen.edu](mailto:Stacy.Campbell1@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, Virginia 22305-3085; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>. The program's current status is probationary accreditation; for more information see <https://www.capteonline.org/about-capte/recent-actions-and-updates/recent-actions/public-disclosure-notices>. If needing to contact the program/institution directly, please call 813-435-3645 or email [Tania.Tablinsky@rasmussen.edu](mailto:Tania.Tablinsky@rasmussen.edu)

Probationary Accreditation is an accredited status. Students who graduate from the program while it is on probation are considered to be graduates of an accredited program. This means that graduates will be eligible to sit for the National Physical Therapy Exam (NPTE) through the Federation of State Boards of Physical Therapy and meet the educational requirements for professional

licensure as a Physical Therapist Assistant in select states as previously disclosed to Enrollee.

Probationary Accreditation status indicates that there are conditions at the program that place the program's accreditation in jeopardy and provides notice to the program and the public that if the program does not address the identified conditions, accreditation will be withdrawn.

Should the Physical Therapist Associate's degree program at the Central Pasco campus receive an adverse decision to have its accreditation withdrawn during Enrollee's enrollment, Rasmussen University maintains the following Probationary Accreditation Status Contingency Plan for enrolled students:

- Students enrolled in the affected programs at the time of an adverse decision on accreditation by CAPTE will be offered the option of completing their current coursework in the affected program, transferring to a different academic program at the University, or withdrawing from the University.
- A student enrolled in the final year of coursework at the time of an accreditation withdrawal who chooses to continue in the affected program until graduation will still be considered a graduate of an accredited program provided the student maintains continuous enrollment and meets all graduation requirements within 12 months of the adverse accreditation decision. This means the graduate will be eligible to sit for the NPTE and meet the educational requirements for professional licensure as a Physical Therapist Assistant in select states as previously disclosed to Enrollee.
- A student who chooses to continue in the affected program that is not in their final year of coursework at the time of an accreditation withdrawal or who does not meet all graduation requirements within 12 months of the adverse accreditation decision will graduate from program without accreditation, which means the graduate will not be eligible to sit for the NPTE nor meet the educational requirements for professional licensure.
- A student who chooses to withdraw from Rasmussen University at the time of an accreditation withdrawal will receive assistance to identify a CAPTE-accredited physical therapist assistant program at another college or university for consideration of transfer. However, Rasmussen University does not

guarantee acceptance at any other institution or program and does not guarantee any transfer of credit acceptance. These decisions are always at the discretion of the receiving institution.

### **After p. 51, Doctor of Physical Therapy**

(6/15/2022)

*After the Physical Therapist Assistant program, add the new program page that appears at the end of this Addendum for the Doctor of Physical Therapy program. The first start date for this doctoral-level program is January 3, 2023.*

### **p. 52, Radiologic Technology Associate's Degree**

(9/30/2021)

*Replace the accreditation statements with the following:*

The Radiologic Technology Associate's Degree is only offered at the Central Pasco Fort Myers and Ocala campuses in Florida and the Lake Elmo / Woodbury campus in Minnesota. 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 three years.
- Fort Myers campus in Florida was awarded initial accreditation in 2021 for a period of three years.
- Lake Elmo/Woodbury campus in Minnesota was granted reaccreditation in 2021 for a period of eight years.
- Ocala campus in Florida was awarded initial accreditation in 2020 for a period of three years.

### **p. 53, Surgical Technologist Associate's Degree**

Remove Surgical Assistant from CAREER OPPORTUNITIES. (4/28/202)

*Update the statement that appears after Total Associate's Degree Credits (6/30/2022):*

The Surgical Technologist Associate's Degree program is only offered at the following campuses: Central Pasco, FL; Hennepin/Anoka, MN; Rockford, IL; and Romeoville/Joliet, IL.

*Replace the accreditation statement with the following (2/18/2022) and update "Brooklyn Park/Maple Grove" with "Hennepin/Anoka" (6/30/2022):*

The Surgical Technologist Associate's Degree program at the Hennepin/Anoka, Minnesota

campus, the Central Pasco, Florida campus, 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.

**p. 62, Practical Nursing Diploma (6/30/2022)**

*Update the statement that appears after Total Diploma Credits by replacing "Brooklyn Park/Maple Grove" with "Hennepin/Anoka".*

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 Eagan, Hennepin/Anoka, Mankato, Moorhead, and St. Cloud campuses in Minnesota. The Practical Nursing Diploma is not offered in Illinois, Kansas, North Dakota, or Wisconsin.

**p. 63, Practical Nursing Diploma (6/30/2022)**

*Update the background check statement by replacing "Brooklyn Park/Maple Grove" with "Hennepin/Anoka":*

In addition to meeting all other admissions requirements, Minnesota applicants enrolled through the Eagan, Hennepin/Anoka, 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.

*Delete the Brooklyn Park/Maple Grove accreditation statement and update the Eagan accreditation statement:*

Eagan campus, located in Eagan, Minnesota (with an off-campus instructional site at the Hennepin/Anoka campus located in Brooklyn Park), 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.

**p. 63, Practical Nursing Diploma (10/5/2021)**

*Replace accreditation for the Central Pasco campus as follows:*

- 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 Continuing Accreditation.

**p. 65, Professional Nursing Associate's Degree**

**(6/30/2022)**

*In the first paragraph, replace "Blaine" with "Hennepin/Anoka":*

The Professional Nursing Associate's Degree is only offered at the Central Pasco, Fort Myers, North Orlando\*, Ocala School of Nursing, and Tampa/Brandon campuses in Florida; the Overland Park and Topeka\* campuses in Kansas; the Bloomington, Hennepin/Anoka\*, 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 North 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 Hennepin/Anoka, MN, and Lake Elmo / Woodbury, MN, campuses are off-campus instructional sites of the Bloomington, MN, program)

*In the Background Check paragraph, replace "Blaine" with "Hennepin/Anoka":*

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 Bloomington, Hennepin/Anoka, 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. 65, Professional Nursing Associate's Degree**

*Replace accreditation for the Bloomington and Central Pasco campuses as follows (10/5/2021).*

*Update the Bloomington accreditation statement to replace "Blaine" with "Hennepin/Anoka" (6/30/2022):*



- Bloomington campus (with off-campus instructional sites at the Hennepin/Anoka and Lake Elmo/Woodbury campuses), 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 Continuing Accreditation with Conditions.
- 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 Continued Accreditation.

**p. 65, Professional Nursing Associate's**

(10/15/2021)

*Replace Orlando campus with North Orlando campus on the above program pages.*

Orlando campus renamed North Orlando campus.

**p. 65, Professional Nursing Associate's**

(4/28/2022)

*Replace the accreditation statements for the Green Bay and Wausau campuses with the following:*

- 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 Continuing 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 Continuing Accreditation.

**p. 66, Professional Nursing Associate's**

(4/28/2022)

*Replace the accreditation statement with the following:*

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, 2023.

**p. 69, Bachelor Science in Nursing-Standard****Entrance Accelerated BSN (A-BSN)** (10/15/2021)

*Replace Orlando campus with North Orlando campus on the above program pages.*

Orlando campus renamed North Orlando campus.

**p. 71, Bachelor Science in Nursing-Second Degree Accelerated BSN (A-BSN)**

(10/15/2021)

*Replace Orlando campus with North Orlando campus on the above program pages.*

Orlando campus renamed North Orlando campus.

**p. 74, Master of Science in Nursing Degree**

(12/17/2021, 1/21/2022, 3/17/2022, 4/28/2022)

*Delete the program page in its entirety and replace with the program pages that appear at the end of this Addendum.*

The Psychiatric Mental Health Nurse Practitioner specialization is available for students starting April 4, 2022 and later. The Adult-Gerontology Primary Care Nurse Practitioner specialization, Family Nurse Practitioner specialization, and Pediatric Primary Care Nurse Practitioner specialization are available to students starting October 3, 2022 and later. States where program "Meets" and "Does Not Meet" educational requirements for professional licensure or certification updated on 3/17/2022.

**After page 75, Post-Graduate Certificate - Psychiatric Mental Health Nurse Practitioner**

(4/28/2022)

*Add the program page that appears at the end of this Addendum after the Master of Science in Nursing program pages.*

This program is available for students starting July 5, 2022 and later.

**p. 75, Doctor of Nursing Practice** (3/17/2022)

*Add the following as the last statement on the page:*

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.

**p. 76, Information Technology Support****Certificate (1/21/2022)**

*Effective with April 4, 2022 start date, students enrolled in this program are eligible to take self-directed assessments.*

- At the top of the page under the program name add, "Knowledge Credit Self-Directed Assessment Available" .
- Add a + sign after CIS1538C Hardware and Software I, CIS1648C Hardware and Software II and CNT1244C Introduction to Networks
- Add the following statement after Total Certificate Credits, "+Self-directed assessment available; see page 158 for details."

**p. 80, Network Support Certificate (1/21/2022)**

*Effective with April 4, 2022 start date, students enrolled in this program are eligible to take self-directed assessments.*

- At the top of the page under the program name add, "Knowledge Credit Self-Directed Assessment Available".
- Add a + sign after CET2522C Cisco Network Routing and Switching, CIS1538C Hardware and Software I, CIS1648C Hardware and Software II and CNT1244C Introduction to Networks
- Add the following statement after Total Certificate Credits, "+Self-directed assessment available; see page 158 for details."

**p. 85, Software Application Development****Associate's Degree (10/5/2021)**

*Replace the program page in its entirety and replace with the program page that appears at the end of this Addendum. The updated curriculum is effective for students starting November 10, 2021 and later.*

**p. 86, Computer Science Bachelor's Degree**

**(2/18/2022)**

*In the Acceptance Requirements, replace CNT1244C Introduction to Networks with CNT1020C Networking Fundamentals for Programmers.*

**p. 87, Data Analytics Bachelor's Degree**

**(3/17/2022)**

*In the Acceptance Requirements, replace COP1350C C++ Programming with QMB1311C Python Programming.*

## COURSE DESCRIPTIONS

*Add the following course descriptions*

### **CIS 2990C Software Application Development Capstone**

**50 hours, 3 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: Expected to be the final lower-level core course completed in the student's final quarter

### **CNT1020C Networking Fundamentals for Programmers**

**40 hours, 3 credits**

In this course, students will learn the basics of network architectures, the OSI model, common Internet protocols, and IP addressing. They will analyze network communications and transmissions and identify common distributed architectures such as peer-to-peer, client-server, and cloud computing and its deployment and service modules. Security strategies and protocols will be covered as well as network connectivity issues and troubleshooting techniques.

Prerequisite: None

### **HIM4121 Privacy and Security in Health Information**

**40 hours, 4 credits**

This course provides an in-depth analysis of strategies relating to privacy and security in healthcare. Topics covered include organizational requirements under HIPAA pertaining to policies, procedures, release of information, and mandated reporting. Students learn how to safeguard patient information through various security measures, as well as the implications when a patient's rights have been violated.

Prerequisite: Program Admission

### **NGR6001 Foundations of Family Nurse Practitioner Practice**

**30 hours, 3 credits**

In this course students are introduced to the role, scope, and standards of practice of the family nurse practitioner. Topics covered include the foundations of diagnostic reasoning and strategies to integrate theory and current evidence to guide person-centered primary care of the family. Students also analyze how legal, ethical, social,

cultural, and global factors impact primary healthcare across the lifespan.

Prerequisite: Completion of all 5000-level courses

### **NGR6011 Foundations of Adult-Gerontology Primary Care Nurse Practitioner Practice**

**30 hours, 3 credits**

In this course students are introduced to the role, scope, and standards of practice of the adult-gerontology primary care nurse practitioner. Topics covered include the foundations of diagnostic reasoning and strategies to integrate theory and current evidence to guide person-centered primary care of the adult-gerontology primary care population. Students also analyze how legal, ethical, social, cultural, and global factors impact primary healthcare of patients ranging in age from young adult to frail elderly.

Prerequisite: Completion of all 5000-level courses

### **NGR6021 Foundations of Pediatric Primary Care Nurse Practitioner Practice**

**30 hours, 3 credits**

In this course students are introduced to the role, scope, and standards of practice of the primary care pediatric nurse practitioner. Topics covered include the foundations of diagnostic reasoning and strategies to integrate theory and current evidence to guide person-centered pediatric primary care. Students analyze how legal, ethical, social, cultural, and global factors, including social determinants of health, impact primary healthcare of pediatric patients ranging from birth to young adult.

Prerequisite: Completion of all 5000-level courses

### **NGR6036 Advanced Diagnostic Techniques**

**40 hours, 2 credits**

*NUR6036 Lecture (10 hours, 1 credit)*

*NUR6036LL Clinical (30 hours, 1 credit)*

This course and practicum experience provide an opportunity for students to apply newly acquired knowledge and skills as they participate in the evaluation, treatment, and management of patients seeking primary care services. Although practicum experiences may include patients across the lifespan, there is a focus on caring for pediatric and young adult patients. Students apply the knowledge of advanced assessment and diagnostic reasoning to formulate treatment plans for pediatric and young adult primary care patients. Emphasis is placed on the identification of signs and symptoms of disorders, selecting treatments and pharmacological interventions, inclusive of health

promotion, health restoration and maintenance, and evidence-based practice in primary care settings.

Prerequisite: Completion of all 5000-level courses

**NGR6168 Complementary and Alternative Medicine in Advanced Practice Nursing**

**40 hours, 2 credits**

*NUR6168 Lecture (10 hours, 1 credit)*

*NUR6168LL Clinical (30 hours, 1 credit)*

In this course students examine advanced knowledge of complementary and alternative therapies that can be incorporated into the management and delivery of primary care services to patients across the lifespan. Topics include mind/body therapies, herbal supplements, functional and homeopathic medicine.

Prerequisite: Completion of all 5000-level courses

**NGR6211 Principles of Adult-Gerontology Primary Care**

**40 hours, 4 credits**

In this course, students gain advanced knowledge of pathophysiologic alterations and disease management of common disorders in the adult, aging adult, and frail elderly populations. Students integrate this knowledge with current evidence and diagnostic reasoning to formulate differential diagnoses and propose person-centered pharmacological and non-pharmacological interventions for health promotion, disease prevention and disease management in primary care settings.

Prerequisite: Completion of all 5000-level courses

**NGR6234 Reproductive Health of the Family**

**40 hours, 4 credits**

In this course, students develop advanced nursing knowledge required to diagnose and manage selected acute and chronic disorders of the male and female reproductive system. Topics include health promotion and disease prevention, family planning, and pre-conception care. Additionally, students learn strategies used in the management of pregnant and postpartum patients in the primary care setting.

Prerequisite: Completion of all 5000-level courses

**NGR6262 Foundations of Psychiatric Mental Health Nurse Practitioner Practice**

**40 hours, 4 credits**

In this course, students are introduced to the roles, scope, and standards of practice of Psychiatric Mental Health Nurse Practitioners. Topics covered include strategies to develop therapeutic relationships, reflective practice techniques, and the components of a comprehensive psychiatric assessment. Students analyze how ethical,

legal, social, and cultural factors impact mental health across the lifespan.

Prerequisite: Completion of all 5000-level courses

**NGR6265 Adult-Gerontology Primary Care Nurse Practitioner Practicum I**

**160 hours, 6 credits**

*NUR6265 Lecture (10 hours, 1 credit)*

*NUR6265LL Clinical (150 hours, 5 credits)*

This course is the first of four practicum experiences for the adult-gerontology primary care nurse practitioner student. The required practicum provides an opportunity for students to apply newly acquired knowledge and skills with adult patients seeking primary care services. Although practicum experiences may include a variety of adult-gerontology primary care patients, there is a focus on health promotion and disease management.

Emphasis is placed on identification of normal versus abnormal, signs and symptoms, clinical decision making, and plans of care including pharmacological interventions appropriate to age and developmental stage. Students identify the appropriate care, intervention, and education for patients in primary care settings. Students perform comprehensive and episodic clinical assessments, including appropriate diagnostic testing and therapeutic interventions with guidance of clinical preceptors.

Prerequisite: Completion of all 5000-level courses.

Residential Skills Check.

**NGR6266 Adult-Gerontology Primary Care Nurse Practitioner Practicum II**

**160 hours, 6 credits**

*NUR6266 Lecture (10 hours, 1 credit)*

*NUR6266LL Clinical (150 hours, 5 credits)*

This course and practicum experience provide an opportunity for students to apply newly acquired knowledge and skills as they participate in the evaluation, treatment, and management of patients seeking primary care services. Although practicum experiences may include a variety of adult patients, there is a focus on caring for adolescent, young adult, and adult patients. Students apply the knowledge of advanced assessment and diagnostic reasoning to formulate treatment plans for primary care patients within the ages of adolescence through adult. Emphasis is placed on the identification of signs and symptoms of disorders, selecting treatments and pharmacological interventions, inclusive of health promotion, health restoration and maintenance, and evidence-based practice in primary care settings.

Prerequisite: Completion of all 5000-level courses



**NGR6267 Adult-Gerontology Primary Care Nurse Practitioner Practicum III****160 hours, 6 credits***NUR6267 Lecture (10 hours, 1 credit)**NUR6267LL Clinical (150 hours, 5 credits)*

In this course and practicum experience students apply newly acquired advanced nursing knowledge and skills as they participate in the evaluation and treatment of aging adults and frail elderly patients seeking primary care services. Students apply the knowledge of advanced assessment and diagnostic reasoning to formulate treatment plans for aging adult, and frail elderly primary care patients. There is an emphasis on the identification of signs and symptoms of disorders, selecting treatments and pharmacological interventions, health promotion, health restoration and maintenance, and evidence-based practice in primary care settings.

Prerequisite: Completion of all 5000-level courses

**NGR6268 Adult-Gerontology Primary Care Nurse Practitioner Practicum IV****160 hours, 6 credits***NUR6268 Lecture (10 hours, 1 credit)**NUR6268LL Clinical (150 hours, 5 credits)*

This final practicum course provides an opportunity for students to work with patients within the student's particular population and areas of interest. Students continue to refine skills of assessment, diagnosis, and formulation of treatment plans for primary care adult-gerontology patients.

Prerequisite: Completion of all 5000-level courses

**NGR6330 Principles of Pediatric Primary Care****40 hours, 4 credits**

This course prepares students to address specialized health care needs of children within the framework of a family-centered course. There is a focus on the patient from birth to young adult, emphasizing advanced nursing knowledge of growth and development, health promotion, health restoration, and health maintenance. Students apply diagnostic reasoning and evidence-based practice as they learn to manage common acute, episodic, and chronic disease processes in pediatric patients in the primary care settings.

Prerequisite: Completion of all 5000-level courses

**NGR6340 Advanced Primary Care of the Pediatric Patient I****40 hours, 4 credits**

In this course, students develop knowledge and skills to provide primary care to pediatric patients with complex health disorders. Students develop evidence-based plans of care using age-appropriate assessments, diagnostics,

and disease management strategies for primary care of pediatric patients with a focus on select body systems. There is an emphasis on the collection of subjective and objective data, laboratory findings, diagnostic tests, diagnoses, and a plan for patient-centered therapeutic interventions for disease management of primary care pediatric patients with complex disorders of the HEENT, integumentary, immunologic, musculoskeletal, gastrointestinal, genitourinary, and renal systems. Prerequisite: Completion of all 5000-level courses

**NGR6350 Advanced Primary Care of the Pediatric Patient II****40 hours, 4 credits**

In this course, students continue to develop knowledge and skills to provide primary care to pediatric patients with complex health disorders. Students develop evidence-based plans of care using age-appropriate assessments, diagnostics, and disease management strategies for primary care of pediatric patients with a focus on specific body systems. There is an emphasis on the collection of subjective and objective data, laboratory findings, diagnostic tests, diagnoses, and a plan for patient-centered therapeutic interventions for disease management of primary care pediatric patients with complex disorders of the endocrine, respiratory, cardiovascular, hematological, and neurological system as well as the management of complex mental health disorders.

Prerequisite: Completion of all 5000-level courses

**NGR6365 Family Nurse Practitioner Practicum I****160 hours, 6 credits***NUR6365 Lecture (10 hours, 1 credit)**NUR6365LL Clinical (150 hours, 5 credits)*

This course is the first of four practicum experiences for the family nurse practitioner student. The required practicum provides an opportunity for students to apply newly acquired knowledge and skills with patients seeking primary care services. Although practicum experiences may include patients across the lifespan, there is a focus on health promotion and disease management of patients with reproductive disorders, and the childbearing family. Emphasis is placed on identification of normal versus abnormal, signs and symptoms of disorders, and treatment plans including pharmacological interventions appropriate to age and developmental stage. Students identify the appropriate care, intervention, and education for patients in primary care settings.

Prerequisite: Completion of all 5000-level courses.

Residential Skills Check.

**NGR6366 Family Nurse Practitioner Practicum II  
160 hours, 6 credits***NUR6366 Lecture (10 hours, 1 credit)**NUR6366LL Clinical (150 hours, 5 credits)*

This course and practicum experience provide an opportunity for students to apply newly acquired knowledge and skills as they participate in the evaluation, treatment, and management of patients seeking primary care services. Although practicum experiences may include patients across the lifespan, there is a focus on caring for pediatric and young adult patients. Students apply the knowledge of advanced assessment and diagnostic reasoning to formulate treatment plans for pediatric and young adult primary care patients. Emphasis is placed on the identification of signs and symptoms of disorders, selecting treatments and pharmacological interventions, inclusive of health promotion, health restoration and maintenance, and evidence-based practice in primary care settings. Prerequisite: Completion of all 5000-level courses

**NGR6367 Family Nurse Practitioner Practicum III  
160 hours, 6 credits***NUR6367 Lecture (10 hours, 1 credit)**NUR6367LL Clinical (150 hours, 5 credits)*

In this course and practicum experience students apply newly acquired advanced nursing knowledge and skills as they participate in the evaluation and treatment of adults, aging adults, and frail elderly patients seeking primary care services. Students apply the knowledge of advanced assessment and diagnostic reasoning to formulate treatment plans for adult, aging adult, and frail elderly primary care patients. There is an emphasis on the identification of signs and symptoms of disorders, selecting treatments and pharmacological interventions, health promotion, health restoration and maintenance, and evidence-based practice in primary care settings. Prerequisite: Completion of all 5000-level courses

**NGR6368 Family Nurse Practitioner Practicum IV  
160 hours, 6 credits***NUR6368 Lecture (10 hours, 1 credit)**NUR6368LL Clinical (150 hours, 5 credits)*

This final practicum course provides an opportunity for students to work with patients within the student's particular population and areas of interest. Students continue to refine skills of assessment, diagnosis, and formulation of treatment plans for primary care family practice patients across the lifespan. Prerequisite: Completion of all 5000-level courses

**NGR6462 Psychopathology and Neurobiology of  
Mental Health Disorders  
40 hours, 4 credits**

This course focuses the neurobiology and psychopathology of mental health disorders. Students explore the development of mental health disorders based on nature and nurture components. Topics include mood disorders, psychotic disorders, anxiety disorders, sleep disorders, personality disorders, and the study of disorders in special populations. The components of a psychiatric interview are also emphasized in this course. Prerequisite: Completion of all 5000-level courses

**NGR6465 Pediatric Primary Care Nurse Practitioner  
Practicum I  
160 hours, 6 credits***NUR6465 Lecture (10 hours, 1 credit)**NUR6465LL Clinical (150 hours, 5 credits)*

This course is the first of four practicum experiences for the pediatric primary care nurse practitioner student. The required practicum provides an opportunity for students to apply newly acquired knowledge and skills with pediatric patients seeking primary care services. Although practicum experiences may include a variety of pediatric patients, there is a focus on health promotion and disease prevention in the primary care of the well-child. Emphasis is placed on identification of normal versus abnormal, signs and symptoms, clinical decision making, and plans of care including pharmacological interventions appropriate to age and developmental stage. Students identify the appropriate care, intervention, and education for pediatric patients and their families in primary care settings. Students perform comprehensive and episodic clinical assessments, including appropriate diagnostic testing and therapeutic interventions with guidance of clinical preceptors. Prerequisite: Completion of all 5000-level courses. Residential Skills Check.

**NGR6466 Pediatric Primary Care Nurse Practitioner  
Practicum II  
160 hours, 6 credits***NUR6466 Lecture (10 hours, 1 credit)**NUR6466LL Clinical (150 hours, 5 credits)*

This course and practicum experience provide an opportunity for students to apply newly acquired knowledge and skills as they participate in the evaluation, treatment, and management of patients seeking primary care services. Although practicum experiences may include a variety of pediatric primary care patients, there is a focus on caring for patients ages birth through pre-school. Students apply the knowledge of advanced assessment and diagnostic reasoning to formulate

treatment plans for pediatric primary care patients. This course further prepares students to diagnose, treat and manage common disorders of increasing complexity in pediatric patients from birth to preschool age.

Prerequisite: Completion of all 5000-level courses

**NGR6467 Pediatric Primary Care Nurse Practitioner Practicum III****160 hours, 6 credits***NUR6467 Lecture (10 hours, 1 credit)**NUR6467LL Clinical (150 hours, 5 credits)*

This course and practicum experience provide an opportunity for students to apply newly acquired knowledge and skills as they participate in the evaluation, treatment, and management of patients seeking primary care services. Although practicum experiences may include a variety of pediatric primary care patients, there is a focus on caring for patients ranging from school age through young adult. Students apply the knowledge of advanced assessment and diagnostic reasoning to formulate treatment plans for pediatric primary care patients. This course further prepares students to diagnose, treat and manage common disorders of increasing complexity in pediatric patients with a focus on patients ranging from school age to young adult.

Prerequisite: Completion of all 5000-level courses

**NGR6468 Pediatric Primary Care Nurse Practitioner Practicum IV****160 hours, 6 credits***NUR6468 Lecture (10 hours, 1 credit)**NUR6468LL Clinical (150 hours, 5 credits)*

This final practicum course provides an opportunity for the primary care pediatric nurse practitioner student to work with pediatric patients within the student's particular age group and areas of interest. Students continue to refine skills of assessment, diagnosis, and formulation of treatment plans for primary care pediatric patients.

Prerequisite: Completion of all 5000-level courses

**NGR6502 Psychiatric Mental Health Treatment Modalities****40 hours, 4 credits**

This course provides an introduction to the use of evidenced-based treatment modalities in psychiatric care. Emphasis is placed on constructing knowledge and experience of pharmacotherapies and brief psychotherapies appropriate in the psychiatric care setting. Additionally, students learn to identify and make appropriate referrals within the community to address comorbid mental health problems.

Prerequisite: Completion of all 5000-level courses.

NGR6462 Psychopathology and Neurobiology of Mental Health Disorders; NGR6538 Psychopharmacology

**NGR6538 Psychopharmacology****40 hours, 4 credits**

This course builds on concepts of advanced pharmacology, focusing principles of psychopharmacology across the lifespan. Topics covered include psychopharmacogenomics, pharmacodynamics, pharmacokinetics, and pharmacotherapeutics for major classifications of psychotropic drugs for psychiatric mental health disorders. This course prepares students to evaluate psychopharmacotherapy within the context of advanced practice nursing.

Prerequisite: Completion of all 5000-level courses

**NGR6640 Advanced Primary Care of the Adult and Older Adult I****40 hours, 4 credits**

In this course, students develop knowledge and skills to provide primary care to adult-gerontology patients with complex health disorders. Students develop evidence-based plans of care using age-appropriate assessments, diagnostics, and disease management strategies for primary care of adult-gerontology patients with a focus on select body systems. There is an emphasis on the collection of subjective and objective data, laboratory findings, diagnostic tests, diagnoses, and a plan for patient-centered therapeutic interventions for disease management of adult-gerontology primary care patients with complex disorders of the HEENT, integumentary, immunologic, musculoskeletal, gastrointestinal, genitourinary, and renal systems.

Prerequisite: Completion of all 5000-level courses

**NGR6650 Advanced Primary Care of the Adult and Older Adult II****40 hours, 4 credits**

In this course, students continue to develop knowledge and skills to provide primary care to adult-gerontology patients with complex health disorders. Students develop evidence-based plans of care using age-appropriate assessments, diagnostics, and disease management strategies for primary care of adult-gerontology patients with a focus on remaining body systems. There is an emphasis on the collection of subjective and objective data, laboratory findings, diagnostic tests, diagnoses, and a plan for patient-centered therapeutic interventions for disease management of adult-gerontology primary care patients with complex disorders of the endocrine, respiratory, cardiovascular, hematological, and

neurological system as well as the management of complex mental health disorders.

Prerequisite: Completion of all 5000-level courses

**NGR6767 Practice Management for the Nurse Practitioner**

**40 hours, 2 credits**

*NUR6767 Lecture (10 hours, 1 credit)*

*NUR6767LL Clinical (30 hours, 1 credit)*

This course provides content related to the business principles of practice management for the advanced practice nurse. The required practicum experience provides an opportunity for students to apply newly learned knowledge in the primary care practice setting. Topics include marketing strategies, legal aspects of practice management, principles of billing and coding for reimbursement, and strategies to provide telehealth services.

Prerequisite: Completion of all 5000-level courses

**NGR6910 Psychiatric Mental Health Nurse Practitioner Practicum I**

**160 hours, 6 credits**

*NUR6910 Lecture (10 hours, 1 credit)*

*NUR6910LL Clinical (150 hours, 5 credits)*

This course is the first of four practicum experiences for the psychiatric mental health nurse practitioner student. This practicum provides opportunity for students to apply newly acquired knowledge and skills with clients seeking mental healthcare services. Although practice experiences may include patients across the lifespan, there is a focus on caring for the child, adolescent, and family. Emphasis is placed on identification of signs and symptoms of disorders, therapeutic modalities, and pharmacological interventions appropriate to age and developmental stage across the lifespan. Students identify the appropriate care, intervention, and education for the patient, family, and caregivers.

Prerequisite: Completion of all 5000-level courses.

Residential Skills Check.

**NGR6920 Psychiatric Mental Health Nurse Practitioner Practicum II**

**160 hours, 6 credits**

*NUR6920 Lecture (10 hours, 1 credit)*

*NUR6920LL Clinical (150 hours, 5 credits)*

This practicum course provides opportunity for students to apply newly acquired knowledge and skills as they participate in the evaluation and treatment of adults with psychiatric disorders. Students apply the learned skills of therapeutic interviewing, evaluation, and formulation of treatment plans for adults with psychiatric disorders.

Emphasis is placed on identification of signs and

symptoms of disorders, therapeutic modalities and pharmacological interventions.

Prerequisite: Completion of all 5000-level courses

Pre- or corequisite: NGR6910 Psychiatric Mental Health Nurse Practitioner Practicum II

**NGR6930 Psychiatric Mental Health Nurse Practitioner Practicum III**

**160 hours, 6 credits**

*NUR6930 Lecture (10 hours, 1 credit)*

*NUR6930LL Clinical (150 hours, 5 credits)*

In this course, students participate in the evaluation and treatment of aging adults with psychiatric disorders. Students apply the learned skills of therapeutic interviewing, evaluation, and formulation of treatment plans for aging adults with psychiatric disorders. Emphasis is placed on identification of signs and symptoms of disorders, therapeutic modalities and pharmacological interventions. Although practice experiences may include patients across the lifespan, there is a focus on therapeutic interviewing, evaluation, and formulation of treatment plans for aging adults with psychiatric disorders.

Prerequisite: Completion of all 5000-level courses

Pre- or corequisite: NGR6920 Psychiatric Mental Health Nurse Practitioner Practicum II

**NGR6940 Psychiatric Mental Health Nurse Practitioner Practicum IV**

**190 hours, 7 credits**

*NUR6940 Lecture (10 hours, 1 credit)*

*NUR6940LL Clinical (180 hours, 6 credits)*

This final practicum course provides an opportunity for students to work with patients within the student's particular areas of interest. Students continue to refine skills of therapeutic interviewing, assessment and diagnosis, and formulation of treatment plans for patients with psychiatric disorders.

Prerequisite: Completion of all 5000-level courses.

NGR6910 Psychiatric Mental Health Nurse Practitioner Practicum I; NGR6920 Psychiatric Mental Health Nurse Practitioner Practicum II; NGR6930 Psychiatric Mental Health Nurse Practitioner Practicum III



**PHT7010 Subject Immersion I: Introduction to the Profession****20 hours, 2 credits**

This course is an introduction to the foundational elements of the physical therapy profession and professionalism, the expectations of society and the healthcare industry for the physical therapist; evolution, context, objective of the American Physical Therapy Association's vision for the physical therapy profession. Prerequisite: Admission to the DPT program

**PHT7020 Subject Immersion II: The Influence of the Social Determinants of Health on Communication, Attitudes, and Behaviors****20 hours, 2 credits**

This course is an analysis of the social and environmental circumstances that impact the patient/client's health and the responsibilities of the physical therapist to account for such factors to assure holistic, patient-centric care. Health belief models, health literacy, and how the core principles of bioethics are applied to patient care.

Prerequisites: PHT7010 Subject Immersion I: Introduction to the Profession; PHT7210C Foundational Sciences of Physical Therapy Practice I; PHT7510C Clinical Sciences of Physical Therapy Practice I; PHT7710C Physical Therapy Immersion I

**PHT7030 Subject Immersion III: Clinical Informatics and Healthcare Technologies****20 hours, 2 credits**

This course explores the physical therapist's roles and responsibilities in using emerging data and information, digital healthcare technologies, and medical informatics system for information storage and retrieval to deliver cost effective healthcare services to improve the health of the population. It introduces the electronic health record and the associated legal and ethical responsibilities.

Prerequisites: PHT7020 Subject Immersion II: The Influence of the Social Determinants of Health on Communication, Attitudes, and Behaviors; PHT7220C Foundational Sciences of Physical Therapy Practice II; PHT7520C Clinical Sciences of Physical Therapy Practice II; PHT7720C Physical Therapy Immersion II

**PHT7040 Subject Immersion IV: Principles of Value-Based Physical Therapy Care****20 hours, 2 credits**

This course examines factors essential for delivering evidence-informed safe, timely, efficient, and effective patient-centered care intended to secure patient satisfaction and explore the physical therapist's role in contributing to the healthcare system's cost containment efforts. The value proposition that the physical therapist

brings to the health care system is explored. Negotiation strategies to address value-based issues related to physical therapy practice are developed.

Prerequisites: PHT7030 Subject Immersion III: Clinical Informatics/Technology Enhanced Health; PHT7230C Foundational Sciences of Physical Therapy Practice III; PHT7530C Clinical Sciences of Physical Therapy Practice III; PHT7730C Physical Therapy Immersion III

**PHT7210C Foundational Sciences of Physical Therapy Practice I****130 hours, 10 credits**

This course is an in-depth study of anatomical and physiological bases of physical therapy practice and the clinical patterns manifested as a result of pathoanatomical and pathophysiological changes across the primary and secondary systems. It is an integration of three-dimensional concepts through diagnostic imaging procedures including plain film radiography, MRI, CT, and sonography. The primary content areas of Clinical Anatomy, Physiology and Foundations of Medical Imaging comprise Foundational Sciences of Physical Therapy Practice I.

Prerequisite: Admission to the DPT program

**PHT7220C Foundational Sciences of Physical Therapy Practice II****100 hours, 8 credits**

This course is an in-depth study of structure and function of the nervous system; the physiology of exercise as scientific foundations for physical therapy practice and the spectrum of exercise prescription across the continuum of health status; the role of pharmacodynamics on human function and performance. The primary content areas of neurosciences, exercise physiology, and pharmacology comprise Foundational Sciences of Physical Therapy Practice II.

Prerequisites: PHT7010 Subject Immersion I: Introduction to the Profession; PHT7210C Foundational Sciences of Physical Therapy Practice I; PHT7510C Clinical Sciences of Physical Therapy Practice I; PHT7710C Physical Therapy Immersion I

**PHT7230C Foundational Sciences of Physical Therapy Practice III****50 hours, 4 credits**

This course examines the movement science system with emphasis on kinesiological and biomechanical principles of human movement, the application of movement science principles to therapeutic intervention, and a comparison of normal and abnormal movement across the age continuum. Principles of evidence-informed practice are introduced and how evidence guides clinical

decision making. The primary content areas of movement sciences and evidence-informed practice comprise Foundational Sciences of Physical Therapy Practice III. Prerequisites: PHT7020 Subject Immersion II: The Influence of the Social Determinants of Health on Communication, Attitudes, and Behaviors; PHT7220C Foundational Sciences of Physical Therapy Practice II; PHT7520C Clinical Sciences of Physical Therapy Practice II; PHT7720C Physical Therapy Immersion II

**PHT7240C Foundational Sciences of Physical Therapy Practice IV**

**50 hours, 4 credits**

This course examines advances in Pain Sciences including the neurophysiology of pain, psychosocial, and environmental factors influencing the perception and response to pain, and current evidence as the basis for pain management. Pain management strategies including pharmacologic, behavioral, and cognitive are introduced. The primary content areas of pain science and evidence-informed practice comprise Foundational Sciences of Physical Therapy Practice IV.

Prerequisites: PHT7030 Subject Immersion III: Clinical Informatics/Technology Enhanced Health; PHT7230C Foundational Sciences of Physical Therapy Practice III; PHT7530C Clinical Sciences of Physical Therapy Practice III; PHT7730C Physical Therapy Immersion III

**PHT7510C Clinical Sciences of Physical Therapy Practice I**

**50 hours, 4 credits**

This course is an introduction to the patient/client management framework including the essentials of clinical decision-making and management strategy determination, history taking, basic physical examination strategies of muscle strength evaluation and joint measurement, patient care foundational skills including handling, basic positioning, safety, universal precautions, the use of basic physical agents, and an introduction to the use of evidence to support practice decisions.

Prerequisite: Admission to the DPT program

**PHT7520C Clinical Sciences of Physical Therapy Practice II**

**70 hours, 5 credits**

This course details the patient/client management framework including screening and physiological monitoring applied to patients with cardiovascular and pulmonary conditions, the spectrum of exercise prescription across the continuum of health states, and therapeutic interventions across the primary system level. The primary content areas of cardiovascular/pulmonary

practice and therapeutic interventions comprise Clinical Sciences of Physical Therapy Practice II.

Prerequisites: PHT7010 Subject Immersion I: Introduction to the Profession; PHT7210C Foundational Sciences of Physical Therapy Practice I; PHT7510C Clinical Sciences of Physical Therapy Practice I; PHT7710C Physical Therapy Immersion I

**PHT7530C Clinical Sciences of Physical Therapy Practice III**

**100 hours, 8 credits**

This course details the patient/client management framework applied to the patients with musculoskeletal (lumbopelvic and lower extremity) and neurophysiological conditions (acute and degenerative) with particular emphasis on fundamental characteristics of the musculoskeletal and neurophysiological examinations. Differential diagnosis and determination of evidence-informed management strategies for orthopedic and neurological conditions are detailed and applied to clinical cases.

Prerequisites: PHT7020 Subject Immersion II: The Influence of the Social Determinants of Health on Communication, Attitudes, and Behaviors; PHT7220C Foundational Sciences of Physical Therapy Practice II; PHT7520C Clinical Sciences of Physical Therapy Practice II; PHT7720C Physical Therapy Immersion II

**PHT7540C Clinical Sciences of Physical Therapy Practice IV**

**Prerequisite : 100 hours, 8 credits**

This course details patient/client management framework applied to the patients with musculoskeletal (cervicothoracic and upper extremity) and neurophysiological conditions (primary focus on peripheral nervous system) with particular emphasis on fundamental characteristics of the musculoskeletal and neurophysiological examinations. Differential diagnosis and determination of evidence-informed management strategies for orthopedic and neurological conditions are detailed and applied to clinical cases. The use of orthotic and prosthetics for upper extremity, lower extremity orthopedic conditions, and central and peripheral nervous system disorders is integrated.

Prerequisites: PHT7030 Subject Immersion III: Clinical Informatics/Technology Enhanced Health; PHT7230C Foundational Sciences of Physical Therapy Practice III; PHT7530C Clinical Sciences of Physical Therapy Practice III; PHT7730C Physical Therapy Immersion III

**PHT7710C Physical Therapy Immersion I**  
**50 hours, 3 credits**

This course is a reflection on the expectations and demands of transitioning to a physical therapist in training role; case studies in physical therapy practice, and the demonstration of select patient examination competencies.

Prerequisite: Admission to the DPT program

**PHT7720C Physical Therapy Immersion II**  
**70 hours, 4 credits**

This course is a demonstration of screening competencies, physiological testing and monitoring, and the development of accurate, evidence-informed exercise programs intended to improve function, reduce endurance impairments, and improve function for patients with impairments and functional limitations associated with each of the four primary systems. Competencies in proper exercise technique and the accurate determination of exercise dosage for metabolic conditioning are developed.

Prerequisites: PHT7010 Subject Immersion I: Introduction to the Profession; PHT7210C Foundational Sciences of Physical Therapy Practice I; PHT7510C Clinical Sciences of Physical Therapy Practice I; PHT7710C Physical Therapy Immersion I

**PHT7730C Physical Therapy Immersion III**  
**70 hours, 4 credits**

This course develops competencies in the use of manual skills as a treatment modality, and the use of critical reasoning to direct clinical decisions for patients with orthopedic and neurophysiological conditions are further developed and assessed. Case studies of non-surgical and post-surgical conditions associated with disorders or functional limitations associated with the vestibular system, motor development, acquired, and degenerative disorders of the nervous system, low back and pelvic pain, and hip, knee, and foot/ankle disorders are the primary focus of this Immersion.

Prerequisites: PHT7020 Subject Immersion II: The Influence of the Social Determinants of Health on Communication, Attitudes, and Behaviors; PHT7720C Foundational Sciences in Physical Therapy Practice II; PHT7520C Clinical Sciences in Physical Therapy Practice II; PHT7720C Physical Therapy Immersion II

**PHT7740C Physical Therapy Immersion IV**  
**70 hours, 4 credits**

This course is focused on clinical learning based upon the first-year sequences of Foundational and Clinical Sciences. Psychomotor and cognitive clinical competencies across the musculoskeletal,

neuromuscular, cardiopulmonary, and integumentary systems are advanced through clinical case studies, patient simulation experiences, and clinical settings. This course serves as a first-year anchoring clinical experience furthering the development of clinical reasoning and evidence-informed patient/client management skills. Prerequisites: PHT7030 Subject Immersion III: Clinical Informatics/Technology Enhanced Health; PHT7230C Foundational Sciences in Physical Therapy Practice III; PHT7530C Clinical Sciences in Physical Therapy Practice III; PHT7730C Physical Therapy Immersion III

**PHT8050 Subject Immersion V: Comprehensive Patient/Client Management Across the Lifespan**  
**20 hours, 2 credits**

This course emphasizes the physical therapist's unique contributions in advanced diagnostics and therapeutic applications in relationship to disorders of the movement system across all ages. The physical therapist's unique contributions to comprehensive management of the aging adult are critically examined.

Prerequisites: PHT7040 Subject Immersion IV: Principles of Value-Based Physical Therapy Care; PHT7240C Foundational Sciences of Physical Therapy Practice IV; PHT7540C Clinical Sciences of Physical Therapy Practice IV; PHT7740 Physical Therapy Immersion IV

**PHT8540 Legal and Ethical Accountabilities in Physical Therapy Practice**  
**20 hours, 2 credits**

This course examines the core elements of ethical reasoning and the professional legal and ethical boundaries of practice and patient care.

Prerequisites: PHT7040 Subject Immersion IV: Principles of Value-Based Physical Therapy Care; PHT7240C Foundational Sciences of Physical Therapy Practice IV; PHT7540C Clinical Sciences of Physical Therapy Practice IV; PHT7740C Physical Therapy Immersion IV

**PHT8550C Clinical Sciences of Physical Therapy Practice V**  
**120 hours, 10 credits**

This course is about the integration of care across the primary and secondary systems from birth through the aging process including interdisciplinary approaches, population-centered care, and effective utilization of healthcare system resources to maintain and improve all aspects of health. The physical therapist's roles in health advocacy, health promotion, nutritional, and lifestyle guidance as influences to health and disease are examined. The primary content areas of health and wellness in physical therapist practice, the physical therapist as primary care team member, and advanced

diagnostics comprise Clinical Sciences of Physical Therapy Practice V.

Prerequisites: PHT7040 Subject Immersion IV: Principles of Value-Based Physical Therapy Care; PHT7240C Foundational Sciences of Physical Therapy Practice IV; PHT7540C Clinical Sciences of Physical Therapy Practice IV; PHT7740C Physical Therapy Immersion I

**PHT8590 Healthcare Business and Marketing**  
**20 hours, 2 credits**

This course explores essentials of business management, financial accountabilities including personal financial resource management, and entrepreneurial opportunities in physical therapist practice.

Prerequisites: PHT8050 Subject Immersion V: Comprehensive Patient/Client Management Across the Lifespan; PHT8550C Clinical Sciences of Physical Therapy Practice V; PHT8750C Physical Therapy Immersion V

**PHT8750C Physical Therapy Immersion V**  
**90 hours, 5 credits**

This course is the demonstration of proficiencies in diagnosis, clinical problem-solving, and intervention skill to begin the full-time clinical education experience. The student will be expected to apply the understanding of the general and disease specific pathological processes to the diagnosis, management, prognosis, and prevention of disorders of the movement system.

Prerequisites: PHT7040 Subject Immersion IV: Principles of Value-Based Physical Therapy Care; PHT7240C Foundational Sciences of Physical Therapy Practice IV; PHT7540C Clinical Sciences of Physical Therapy Practice IV; PHT7740C Physical Therapy Immersion I

**PHT8810 Clinical Education Experience I**  
**360 hours, 12 credits**

This course is the first full-time clinical experience emphasizing development of patient management skills including examination, evaluation, decision-making, and implementation of intervention strategies. Communication skills with patients/clients and other healthcare professionals are developed and the student is expected to begin to assume the role of a healthcare professional and contributing interprofessional team member. Competency will be assessed via appropriate clinical education instrument and feedback from clinical education instructors.

Prerequisites: PHT7040 Subject Immersion IV: Principles of Value-Based Physical Therapy Care; PHT7240C Foundational Sciences of Physical Therapy Practice IV; PHT7540C Clinical Sciences in Physical Therapy Practice IV; PHT7740C Physical Therapy Immersion IV

**PHT8820 Clinical Education Experience II**  
**360 hours, 12 credits**

This course is the second full-time clinical experience advancing the students' skills in patient management, diagnosis, and clinical reasoning. The student is expected to use have developed increased efficiencies in incorporating evidence into daily practice. Competency will be assessed via appropriate clinical education instrument and feedback from clinical education instructors.

Prerequisites: PHT8050 Subject Immersion V: Comprehensive Patient/Client Management Across the Lifespan; PHT8550C Clinical Sciences of Physical Therapy V; PHT8750C Physical Therapy Immersion V, PHT8810 Clinical Education Experience I

**PHT8830 Clinical Education Experience III**  
**360 hours, 12 credits**

This course is the final full-time clinical experience with the goal of progressing the student to entry-level practice competencies including communication, effective use of time and resources, evidence-informed patient/client management, and clinical reasoning. Competency will be assessed via appropriate clinical education instrument and feedback from clinical education instructors.

Prerequisite: PHT8820 Clinical Education Experience II

**PHT8900 Doctor of Physical Therapy Capstone**  
**40 hours, 4 credits**

This course is a synthesis of material from the didactic and clinical courses and is intended to further the development of the student as a reflective practitioner who understands their roles and responsibilities to patients, society, and the healthcare system. Outcomes from this guided reflection can include, but are not limited to, dissemination of clinical information to peers and colleagues, and special service or research projects.

Prerequisites: PHT8050 Subject Immersion V: Comprehensive Patient/Client Management Across the Lifespan; PHT8550C Clinical Sciences of Physical Therapy Practice V; PHT8750C Physical Therapy Immersion V

<i>Delete and replace the following course descriptions</i>
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**DEP2004 Human Growth and Development**  
**40 hours, 4 credits**

This course consists of the study of the development of the individual throughout the complete lifespan from birth to death, including child, adolescent, and adult patterns of behavior with attention to physical, cognitive, emotional, and social development.

Prerequisite: None



**E242 Career Development****20 hours, 2 credits**

In this course, students will study the personal and professional characteristics necessary to obtain and maintain employment. Students will assess their professional goals and research viable positions in their fields of study. The course includes an in-depth study of self-marketing approaches, resume writing, job interviewing techniques, and professionalism.

Prerequisite: Expected to be completed in the student's second-to-last or final quarter of the applicable credential level.

**ECO3250 Managerial Economics****40 hours, 4 credits**

This course is designed for students to gain an understanding of managerial economics. Students will delve into microeconomics by applying it to advanced business models. Managerial economics will be applied to business environments that affect production decisions and economic output.

Prerequisite: None

**EEC2329 Parent Education and Support****40 hours, 4 credits**

This course explores how educators employ supportive resources responsive to individual family needs. This course will examine how family education and resource allocation are informed by culture, experience, family structure, and socio-cultural changes in both home and early education settings.

Prerequisite: EEC1700 Foundations of Child Development

**EEC2935 Summative Project for Early Childhood Education****20 hours, 2 credits**

This course culminates a student's learning from throughout their early childhood education program. Students will assemble a cumulative philosophy to share their competence with the Transferable Skills in the areas of family engagement, observation and assessment, behavior guidance, culturally responsive practices, curriculum development, and advocacy in the early childhood education field.

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

**EEC3318 Intentional Teaching Practices****40 hours, 4 credits**

Students will explore how being intentional in their teaching practices supports children's learning. Educational approaches including, Developmentally Appropriate Practice, Project Approach, Creative

Curriculum, and Reggio Emilia will be investigated.

Students will explore how intentional interactions and conversations support intentional teaching in various early childhood settings and with various educational approaches.

Prerequisite: None

**EEC4910 Early Childhood Education Leadership Capstone****20 hours, 2 credits**

This course is a synthesis of material from all ECE courses. Students will compile a professional philosophy demonstrating their competence as a leader in the early childhood education field and their proficiency with the transferable skills.

Prerequisite: Must be taken in the student's last term

**GEB2930 Business Capstone****20 hours, 2 credits**

This course allows students to integrate the knowledge and skills gained in their Business Associate's degree program. Students will synthesize and demonstrate their understanding of core business concepts.

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

**HIM3522 Electronic Health Record Application****70 hours, 4 credits**

This lab-based course explores the technology and applications utilized in the electronic health record (EHR). Students examine the health information record life cycle and the electronic record workflow process. Projects are completed to simulate real-world activities that occur in the health information department and healthcare facility.

Prerequisite: Program admission

**HSA1683 Exploring Healthcare Systems****30 hours, 3 credits**

This course provides an overview of the core components of healthcare systems and how they may differ throughout the world. Topics include analyzing healthcare system components, health insurance, and cultural competency. Students will be able to apply knowledge and skills learned in this course towards their chosen field of study.

Prerequisite: HSA1022 Foundations of Medical Administration

**HSA5000 Scholarly Research and Writing****40 hours, 4 credits**

This course provides students with an understanding of scholarly research and writing. Students will learn how to identify, locate, and analyze scholarly research and sources for use in their graduate studies and their various disciplines. Additionally, students will learn and apply scholarly writing characteristics, data visualization, and presentation strategies to diverse audiences.

Prerequisite: None

**LDR5000 Professional Growth and Leadership****40 hours, 4 credits**

This course will help students gain the ability to deal effectively with emotions in the workplace, which is critical to success as a leader at any level. Emotional Intelligence is increasingly critical as a skill set and combined with native intelligence, will increase the ability to successfully manage challenges presented, as the pace increases and our environment makes more demands on our cognitive, emotional, and physical resources. Students will learn to identify their personal and holistic challenges with maintaining positive environments and collaborative relationships, as well as, overcoming resistance and negativity. Students will explore tools, techniques, skills, and perceptions to perform and manage emotions with confidence and positive results.

Prerequisite: None

**MAC1106 Advanced Algebra****50 hours, 5 credits**

This course introduces students to advanced algebraic topics. Students will gain experience with complex number operations, function notation and function operations, higher order systems of equations, solving logarithmic and exponential equations, and investigating sequences and series.

Prerequisite: Satisfactory score on placement exam

**MMC3407 Visual Communication in the Media****40 hours, 4 credits**

This course examines how the world is interpreted through visuals. Students evaluate how visuals are used to send and receive preferred and intentional messages. Students also consider the impact visuals have on long-term societal perceptions and on daily communication.

Prerequisite: None

**PRN1178 Client-Centered Care II****90 hours, 5 credits****PRN1178 Lecture (20 hours, 2 credits)****PRN1178LL Clinical (60 hours, 2 credits)**

In this course, students build on previously acquired knowledge to provide safe and effective care for the client with alterations in endocrine and gastrointestinal 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: PRN1032 Client-Centered Care I

**PTN2050 Pharmacy Technician Capstone****30 hours, 3 credits**

This course is an overview of all pharmacy technician program courses and concepts, with an emphasis on reviewing and preparing for the national examinations that lead to certification as a Pharmacy Technician.

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

**QMB3300 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 an 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

**SSE1250 Multiculturalism and Diversity****40 hours, 4 credits**

This course introduces students to the concepts, practices, and behaviors of diversity, equity, and inclusion (DEI). Students will analyze cultural dimensions, systemic racism, gender-bias, and discrimination. Students will learn the value of addressing DEI, empathy, and a multicultural mindset to employees, teams, and organizations.

Prerequisite: None

**TAX3257 Partnership and Corporate Taxation****40 hours, 4 credits**

This course is a comprehensive study of corporate and partnership taxation. Students will analyze how to form and structure corporations and partnerships, the process of preparing and filing associated tax returns, and addressing special taxation issues.

Prerequisite: None

*Delete and replace the course description course codes and course hours for Lecture and Clinical with the following*

**NUR2502 Multidimensional Care III****120 hours, 6 credits**

NUR 2502 Lecture (30 hours, 3 credits)

NUR 2502LL Clinical (90 hours, 3 credits)

*Delete and replace the prerequisite(s) and/or corequisite(s) with the following*

**CDA3315C Fundamentals of Enterprise Architecture**

Prerequisites: COP1532C Database Fundamentals for Programmers; QMB1311C Python Programming

**CDA3515C Information Technology Systems Analysis**

Pre- or corequisite: CNT1244C Introduction to Networks; or CompTIA Network+ certification

**CDA3626C Information Technology Systems Design**

Pre- or corequisite: CDA3515C Information Technology Systems Analysis

**COP1350C C++ Programming**

Prerequisite: COP1044C Introduction to Object- Oriented Programming

**COP3230C Operating Systems and Architectures**

Prerequisite: CNT1020C Networking Fundamentals for Programmers

**DIG2300C Graphic Design in 3D**

Prerequisite: PGY1300C Digital Photography and Image Editing

**EEC1202 Early Childhood Education Curriculum and Instruction**

Prerequisite: None

**EEC1735 Health, Safety, and Nutrition/CDA Application**

Prerequisite: None

**EEC1971 Early Childhood Education Exploration II: Planning**

Pre- or corequisite: EEC1970 Early Childhood Education Exploration I: Knowledge

**EEC1972 Early Childhood Education Exploration III: Reflection**

Pre- or corequisite: EEC1971 Early Childhood Education Exploration II: Planning

**EEC2225 Guiding Children's Behavior**

Prerequisite: None

**EEC2401 Dynamics of the Family**

Prerequisite: None

**EEC2613 Observation and Assessment in Early Childhood Education**

Prerequisite: None

**HSC3145 Therapeutic Communication and Patient Service**

Prerequisite: HSC1531 Medical Terminology

**HSC3258 Multidisciplinary Medical Practices**

Prerequisite: HSC1531 Medical Terminology

**HSC4009 Healthcare and Aging**

Prerequisite: PHA1500 Structure and Function of the Human Body

**HUS3000 Ethics and Professionalism in Human Services**

Prerequisite: SYG1000 Introduction to Sociology

**HUS3025 Interpersonal Relations for Helping Professions**

Prerequisite: PSY1012 General Psychology

**NUR2989 Associate Degree in Nursing Capstone**

Prerequisite: This course must be taken in the student's final quarter.

Pre- or corequisite: NUR2755 Multidimensional Care IV; NUR2832 Leadership and Professional Identity

**NUR4756 Transition to Practice**

Prerequisite: NUR2755 Multidimensional Care IV

Pre- or corequisite: NUR4590 Professional Identity of the Nurse Leader

**PRN1150 Practical Nursing Skills I**

Pre- or corequisite: PRN1032 Client- Centered Care I

**PRN1993 Practical Nursing Diploma Capstone**

Prerequisite: This course must be taken in the student's final quarter.

Pre- or corequisite: PRN1725 Client Centered Care IV;  
PRN1831 Principles of Maternal-Child Health Nursing

**QMB3000 Introduction to Data Analytics**

*Data Analytics Bachelor's Degree:* Expected to be completed in the first term. COP1532C Database Fundamentals for Programmers; QMB1311C Python Programming,

*Business Management Bachelor's Degree-Business*

*Intelligence specialization:* CTS3625C Introduction to Business Intelligence



## ACADEMIC INFORMATION AND UNIVERSITY POLICIES

### **p. 88, General Education Course Selections**

(10/15/2021)

Replace the UPPER DIVISION course selections with the following:

#### UPPER DIVISION

##### **Communication+**

COM3000	Conflict Management++	4
COM3278	<i>Explorations of Human and Computer Languages</i>	4
ENC3311	Advanced Composition	4
MMC3407	<i>Visual Communication in the Media+</i>	4

##### **Humanities+**

AML3041	American Literature	4
ART3477	<i>Art in the World and the Workplace+++</i>	4
HUM4000	<i>The Science of Learning++</i>	4
HUM4050	<i>Diversity, Equity, and Inclusion++</i>	4
LIT3382	Modern World Literature	4
PHY4060	<i>Understanding Ourselves Through Physics+++</i>	4
POT4001	Political Thought	4

##### **Math / Natural Sciences+**

EVR3410	<i>Human Uses of the Environment</i>	4
MAT3172	<i>The Mathematics of Games+++</i>	4
STA3215	<i>Inferential Statistics and Analytics+</i>	4
MAD3300	<i>Discrete Mathematics</i>	4

##### **Social Sciences+**

AMH3304	Visions of America Since 1945	4
CPO4003	Comparative Politics	4
ECO3250	<i>Managerial Economics</i>	4
PSY3738	<i>The Psychology of Social Media+++</i>	4
REL3308	Contemporary World Religions	4
SSC3000	The Psychology of Teams++	4
SYG4119	<i>Sociology in a Digital World+</i>	4

The "+" symbol following a course title indicates there is an equivalent self-directed assessment for this specific course; see page 158 for details.

The "+" symbol appearing after a General Education category heading indicates there is at least one self-directed assessment available to fulfill an elective within this category.

The "++" symbol following a title indicates an offering is available only as a self-directed assessment as of January 3, 2022.

The "+++" symbol following a course title indicates students are able to enroll in and pay for the equivalent self-directed assessment only through December 27, 2021.

Italicized courses are offered in competency-based education (CBE) format 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 competency-based education program.

<sup>1</sup>This course is not eligible for selection as a General Education elective. This course may be a required General Education course in some programs (see program pages for details).

### **p. 127, Entrance Placement Assessment (4/28/2022)**

Effective for the July 5, 2022 start date and beyond, rename this section **Placement Assessment** and replace all information in this section up to but not including the second bullet that begins with "All financial arrangements" with the following:

The Rasmussen Ready assessment is used to determine a student's proficiency in math, English, and digital preparedness. These skills 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
<b>English</b>	0-25 items correct	B080 Reading and Writing Strategies
	26-40 items correct	ENC1101 English Composition
<b>Math</b>		
	Illinois:	
	0-10 items correct	B095 Combined Basic and Intermediate Algebra
	11-20 items correct	Low-division Math/Natural Sciences coursework
Non-Illinois and Online:		
	0-7 items correct	B080 Practical Math
	8-20 items correct	Low-division Math/Natural Sciences coursework

Applicants to a program that has a stated minimum School of Health Sciences and School of Nursing Entrance Exam composite score acceptable for admission to the program are exempt from the Rasmussen University 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 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 Placement Assessment for any program that does not require a minimum School of Health Sciences and School of Nursing Entrance Exam composite score.

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 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 Placement Assessment.

Applicants who transfer from other universities, and whose Placement Assessment scores fall within the range of Developmental Education, will be required to complete the Developmental Education courses.

Applicants may, after three months, have the option to retake the University 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 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 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 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 bachelor-completer programs, Nursing programs, Law Enforcement, Medical Laboratory Technician, Physical Therapist Assistant, Radiologic Technology, Surgical Technologist, and Individual Progress and Audit students.

**p. 128, Payment of Tuition and Fees (9/30/2021)**

*Replace the first paragraph in its entirety with the following:*

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](http://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 except when required by any applicable law. To view your student account balance information, visit the Student Account Center at [portal.rasmussen.edu](http://portal.rasmussen.edu).

**p. 128 Payment of Tuition and Fee (6/15/2022)**

*Replace the first paragraph in its entirety:*

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 Pay Online section of the Student Portal at [portal.rasmussen.edu](http://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 Pay Online section of the Student Portal. 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 except when required by any applicable law. To view your student account balance information, visit the Account Center section of the Student Portal at [portal.rasmussen.edu](http://portal.rasmussen.edu).

**p. 128-130, Background Checks Policy (3/17/2022, 4/28/2022, 6/15/2022)**

*Delete this entire section and replace with the following:*

*Replace all instances of "Blaine" and "Brooklyn Park/Maple Grove" with "Hennepin/Anoka" (6/30/2022):*

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](http://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
- Doctor of Nursing Practice
- Doctor of Physical Therapy
- 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 Public Health
- Master of Science in Nursing
- Medical Billing and Coding
- Paralegal
- Pharmacy Technician Certificate
- Post-Graduate Certificate - Nursing

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
- 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 Bloomington, 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.

- Medical Assisting Diploma

At the Hennepin/Anoka campus in Minnesota, the following programs require two background checks for admissions: 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 Assisting Diploma

At the Bloomington, Eagan, Hennepin/Anoka, Lake Elmo/ Woodbury, Mankato, 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
- Medical Laboratory Technician
- Physical Therapist Assistant
- Radiologic Technology
- Surgical Technologist

At the Moorhead 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.

- Practical Nursing
- Professional Nursing

At the Eagan, Hennepin/Anoka, 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 Bloomington, Hennepin/Anoka 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 will be withdrawn, and any tuition and 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 MDHS will require the potential student to sign a Consent and Disclosure Form, which will ask the potential student to disclose any prior criminal history directly to MDHS and provide consent directly to MDHS to act on the initiated background study application. Potential students will also be required to schedule an appointment with a MDHS-authorized fingerprint vendor to have their fingerprints and photograph taken. Potential students will have 14 days to complete both of these processes.

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 complete the consent and disclosure process and present for fingerprinting and photographing within 14 days of the study being submitted to MDHS by Rasmussen University, 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 completed the consent and disclosure process and has been fingerprinted and photographed, 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 will be withdrawn, and any tuition and 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.

**p. 130, School of Design Computer Requirements**  
(9/30/2021)

*Delete and replace with the following:*

Windows	Mac
AMD Ryzen 1000 series (or newer) <b>OR</b> Intel 6thGen or newer CPU (Core i7 with hyperthreading recommended)	Apple Silicon (Rosetta2 supported) <b>OR</b> Intel 6thGen or newer CPU (Core i7 with hyperthreading recommended)
16GB of RAM (32GB recommended)	16GB of RAM (32GB recommended)
Windows 10 or higher	macOS v10.14 Mojave or newer
512GB HDD or SSD (1TB recommended)	512GB HDD or SSD (1TB recommended)
NVidia GTX 10xx with 2GB of GPU 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 complete some assignments.)	AMD Raedon Pro with 2GB of GPU 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 complete some assignments.
15.4" display (minimum)	15.4" display (minimum)

**p. 131, Additional Admissions Requirements for International Students** (6/15/2022)

*Replace the 3<sup>rd</sup> bullet with the following:*

- International students seeking admission into Nursing programs or the Doctor of Physical Therapy program are required to submit the following in addition to that above in order to apply for Admission to Rasmussen University.

**p. 131, School of Nursing and School of Health Sciences Entrance Exam (6/15/2022)**

**Delete this policy in its entirety and replace 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 the past 365 days. Effective June 20th, 2022, students enrolling into the Professional Nursing Associate's degree program through the Bloomington, Hennepin/Anoka and Lake Elmo/Woodbury campuses are allowed a maximum of two attempts within the past 365 days, and only attempts completed on campus at Bloomington, Eagan, Hennepin/Anoka and Lake Elmo/Woodbury locations will be accepted. A minimum of one week (seven calendar days) between TEAS attempts is expected. 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 12-quarter expiration from the quarter of programmatic

withdrawal (i.e., the quarter of reentry must be within the 12-quarter expiration period).

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.) Applicants transferring 63 or more credits into the Physical Therapist Assistant program via the METC Block Transfer policy are not required to take the TEAS exam.
- TEAS Score for admissions eligibility for Professional Nursing Associate's Degree program and Mobility Bridge Entrance Option 62% or higher composite score. Students enrolling into the Professional Nursing Associate's degree program through the Bloomington, Hennepin/Anoka and Lake Elmo/Woodbury campuses are required to have a 68% 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.

**p. 132, Tuition (9/30/2021, 11/8/2021, 12/17/2021, 1/6/2022, 2/18/2022, 4/28/2022)**

*Delete the Tuition page in its entirety and replace with the Tuition page that appears at the end of this Addendum.*

**p. 133, Additional Tuition Information (9/30/2021, 12/17/21)**

*Replace the 6<sup>th</sup> bullet in this section with the following:*

- Students with tuition rates at or lower than \$229 per credit for full-time rates and \$299 per credit for part-time rates are not eligible for the Non-Active Military Tuition Grant, Corporate Alliance Grant, Professional Achievement Grant, Articulation Grant, Affiliation Grant, Chicago Residential Grant, Chicago Alumni Grant, or any other University institutional grant.



**p. 133, Additional Tuition Information,**  
(6/15/2022)

*Add the new subsection below before the current "A. Program Administrative Fee" subsection:*

**A.Registration Fee**

For the Doctor of Physical Therapy program, a registration fee of \$595 will be applied as a credit toward the first quarter of enrollment tuition and fees. The paid registration fee and signed enrollment agreement will hold the seat for the next start. Accepted applicants who paid the fee and do not meet attendance requirements by the sixth business day of the first quarter of enrollment will receive a full refund of the registration fee. Refunds may take up to 45 days to process.

**p. 133, Additional Tuition Information,**  
**Program Administrative Fee subsection**  
(4/28/2022, 6/15/2022)

*Add the following before Medical Assisting Diploma program under School of Health Sciences:*  
Doctor of Physical Therapy (\$595)

*Add the following after Bachelor Science in Nursing under School of Nursing:*  
Master of Science in Nursing – Nurse Practitioner specializations (\$495)  
Post-Graduate Certificate – Nurse Practitioner (\$495)

**p. 136 Institutional Scholarship and Grant Programs**  
(4/28/2022)

*Replace the first two paragraphs:*  
Rasmussen University offers the following institutional scholarship and grant programs. All scholarships are non-cash awards. Some campuses have additional scholarships available. Contact your campus for details. Additional information on grants is available at [www.rasmussen.edu/tuition](http://www.rasmussen.edu/tuition)

Students are eligible for only one of the following scholarship and grant programs at a time:

- Early Honors Program
- Military Grant
- Corporate Alliance Grant
- Professional Achievement Grant
- Affiliation Grant
- Articulation Grant

*Add the following after the first paragraph of 1. Military Tuition Rate and Grants Policy (11/8/2021)*

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>

*Replace the Corporate Alliance Grants in its entirety*  
(4/28/2022)

**2. Corporate Alliance Grants**

Corporate alliance employees receive a grant from Rasmussen University equal to a specified percentage of per-credit tuition costs billed each quarter. The grant may be extended to an employee's immediate family members (includes spouse, domestic partner, children, and step-children). The percentage and family member eligibility 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.

*Add the following two new sections:*

**1. Professional Achievement Grant (4/28/2022)**

Some 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. The Professional Achievement Grant is not subject to the cost-per-credit tuition rate limitations imposed on other institutional grants

**2. Affiliation Grant (11/8/2021)**

Some students who are members of or have credits from organizations with whom Rasmussen University has a signed Affiliation Agreement may be eligible to receive a grant equal to a specific percentage of per-credit tuition costs billed each quarter. The percentage is determined by the agreement between Rasmussen University and the organization. Rasmussen will require proof of the student relationship with the organization such as a transcript or membership card. Contact your campus for details.

**p. 136 Chicago Residential Grant (4/28/2022)**

This Grant will no longer be available to students starting or reentering July 5, 2022 and later.

**p. 137 Chicago Alumni Grant (4/28/2022)**

This Grant will no longer be available to students starting or reentering July 5, 2022 and later.

**p. 139, Financial Aid and Tuition/Books/Fees Impact of a Military Leave (9/30/2021)**

*Replace the 5<sup>th</sup> bullet regarding the release of official transcripts with the following:*

Official transcripts will not be released by Rasmussen University until all outstanding financial obligations have been met except when required by any applicable law.

**p. 140, Medical Leave of Absence and Medical Withdrawal Policy (9/30/2021)**

*Replace the first statement of the 4<sup>th</sup> paragraph with the following:*

Official transcripts will not be released by Rasmussen University until all outstanding financial obligations have been met except when required by any applicable law.

**p. 141, Individual Progress (4/28/2022)**

*Replace the second sentence in this section:*

Courses beginning with HIM, MEA, MLT, NUR, PHT, PRN, PTA, RTE, STS, or with a course level of 5000 and above cannot be taken as individual progress courses.

**p. 141, Common Grading System Percentage Scale (9/30/2021, 2/18/2022)**

*Delete and replace with the following:*

**Undergraduate Programs Common Grade Scale**

This applies to all coursework level 0000 through 4999.

Letter Grade	Percentage Range
A	100 to 93%
A-	92 to 90%
B+	89 to 87%
B	86 to 83%
B-	82 to 80%
C+	79 to 77%
C	76 to 73%
C-	72 to 70%
D+	69 to 67%
D	66 to 63%
D-	62 to 60%
F	Below 60%

**p. 142, Doctoral Programs Grade Scale (2/18/2022)**

*Delete and replace with the following:*

Students are required to earn at least a "B" in their doctoral level courses. This applies to all coursework level 7000 through 8999.

Letter Grade	Percentage Range
A	100 to 94%
B	93 to 85%
F	Below 85%

Pass/Fail	Percentage Range
P	100 to 85%
F	Below 85%

**p. 142, Competency-Based Education Course Grade Conversion Scale (2/18/2022)**

*Delete and replace with the following:*

**Competency-Based Education Course Grade Conversion Scale for Undergraduate Programs**

The following course grade conversion scale can be used to convert competency-based education course scores to letter grades. This applies to all coursework level 0000 through 4999.

Competency Report Scale	Percentage Range	Letter Grade
4	100% – 94%	A
3	93% – 85%	B
2	84% – 78%	C
1	Below 78%	F

**p. 142, Self-Directed Assessment Policy (9/30/2021)**

*Add after the 12<sup>th</sup> bullet in this section:*

- Self-directed assessments which are attempted in lieu of prerequisite and co-requisite courses must be successfully completed prior to the start of the term in which the post-requisite course is required. Failure to do so may result in delays in program completion. See the Prerequisites and Co-requisite language in the catalog for details.

**p. 142, Empowered Learning Competency- Based Education (CBE) Programs Policy (4/28/2022)**

*Delete the third bullet:*

- Students may attempt a competency-based course as long as they are enrolled in an eligible program.

**p. 143, Doctor of Physical Therapy Program****Progression Requirements (6/15/2022)**

*Add this new section immediately before Reenter Policy:*

1. Students enrolled in this program are scheduled as a cohort, and have a required course sequence and credit load that must be followed.
2. The cohort progresses sequentially through eight quarters and graduates after successful completion of all credit hours.
3. Each course must be passed in order to progress to the subsequent quarter, with the exception of PHT8810 Clinical Education Experience I. If PHT8810 is failed Quarter 5, the student may be allowed to take didactic courses in Quarter 6 retake PHT8810 in Quarter 7.
4. Each course can be attempted a maximum of two times, whether passed, failed or withdrawn, with the exception of Clinical Education Experience courses. A student is able to fail and repeat a maximum of one Clinical course. The remaining two Clinical courses must be passed on the first attempt.
5. Each didactic course in this program is offered only one time each year and serve as prerequisites for courses in subsequent quarters. A student will not be eligible to participate in a Clinical Education Experience course when the prerequisite didactic course is not passed.
6. A student must complete this program within a three calendar-year period from the point in time of starting the program, or risk being administratively withdrawn from the program.
7. If a student fails or withdraws from a course in the first year of their program, they will either be placed on a leave or be administratively withdrawn from the program at the end of the quarter. If a course is failed in the second year of the program, the student will be assessed on a case-by-case basis.
  - a. If the student wishes to repeat a failed or withdrawn course, they must request a leave with a duration of up to three quarters. After three quarters, the student must continue with their coursework where they left off, as long as there is room in the cohort.
  - b. If the student chooses not to continue the first eligible quarter, they will be withdrawn from the University. If the student chooses to reenter the program at a later date, they will be treated as a new student for the purposes of tuition and fees, academic program requirements, and graduation standards. They must also meet all acceptance requirements as stated in the current catalog.
8. Reentry is limited to one time for students withdrawn from the program for any reason. However, students

who have been administratively withdrawn/dismissed from the program for disciplinary or conduct reasons may not be eligible for reentry into the program and may not be eligible for reentry to Rasmussen University.

**p. 144, Reenter Policy (1/21/2022, 4/28/2022, 6/15/2022)**

*Replace the second paragraph with the following:*

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 be considered for return. For start dates in July through October of 2022 they must have a balance of \$2,000 or less to be considered for return. All returning students must pay their balances in full prior to the term end date as outlined in the Payment of Tuition and Fees policy. 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 by seven calendar days after the quarter/term 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.

**p. 144, School of Nursing Reenter Policy (3/17/2022)**

*Replace the second paragraph with the following:*

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, or those who withdrew from the same nursing course more than one time on or after April 12, 2022, 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.

*Effective for students starting May 11, 2022 or later, replace the third paragraph with the following:*

Reentry into a previously attempted Nursing diploma, associate's degree, or bachelor's degree entrance option

is limited to one time for students withdrawn for not meeting program standards as defined in the Nursing Handbook. Students who are reentering a nursing program who at the time of their most recent withdrawal had outstanding acceptance requirements such as enrollment verification, online orientation, Nursing orientation, Nursing immunization or background check, may be considered for reentry only upon meeting all acceptance requirements at the time of reentry review.

**p. 145, School of Nursing Repeating Courses Policy for Pre-licensure Programs (3/17/2022)**

*Rename this policy "School of Nursing Repeating Courses and Course Withdrawal Policy for Pre-licensure Programs" and replace in its entirety with the following:*

Students must repeat and pass any courses in which they receive a failing grade or from which they have withdrawn or dropped in order to progress in their program. All attempts at courses, whether passed, failed or withdrawn, 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.

**Repeating Failed Courses**

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.

Students in their final quarter of the program who fail one or more nursing course(s), resulting in two or more cumulative failures in core nursing courses throughout their program, may be granted an exception to the School of Nursing (SON) Repeating Course Policy. The final quarter of the program is defined as the quarter in which the student is enrolled in the Capstone or Transition to Practice course for the first time. This exception will be to repeat the failed course(s) one time in the subsequent quarter if the following criteria are met:

- The student has only one quarter to pass their repeated course(s), including withdrawal and failed attempts.

- 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.
- 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.

**Repeating Withdrawn Courses**

The Repeating Withdrawn Courses policy is in effect for all course withdrawals commencing on or after April 12, 2022.

Students enrolled in School of Nursing pre-licensure programs (Practical Nursing, Professional Nursing, and the A-BSN entrance options of the Bachelor of Science in Nursing) are permitted to withdraw/drop from the same course only once within the core nursing curriculum as designated by course prefix (NUR or PRN). Students must successfully repeat any withdrawn/dropped course in the next quarter, prior to progressing in the program. A second withdrawal, from the same nursing course or its equivalent, will result in an administrative withdrawal from the nursing program at the end of the quarter. Documented and approved Medical and Military Leaves are not used in the calculation and application of the School of Nursing Repeating Withdrawn Courses policy.

**p. 146, School of Nursing School Incomplete Grade and Change of Grade Policies (11/23/2021)**

*Delete and replace this policy in its entirety effective April 11, 2022, which is census of Spring Quarter 2022:*

The Incomplete Grade Policy and Policy for Change of Grade applies 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)**

For an Associate Degree or Bachelor of Science in Nursing (BSN) (Standard Entrance and Second Degree (A-BSN)) 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 could receive an Incomplete grade (I) for the course to allow for the student additional time to complete the requirements by the first day of the following quarter. Students who achieve the required individual score with additional attempts by the first day of the following quarter 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, the student will fail the course and be scheduled to repeat the failed course for one final attempt.

**B. Practical Nursing (PN) Program**

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 could receive an Incomplete grade (I) for the course to allow for the student additional time to complete the requirements by the first day of the following quarter. Students who achieve the required individual score with additional attempts by the first day of the following quarter 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, the student will fail the course and be scheduled to repeat the failed course for one final attempt.

**p. 147, Course Withdrawal Policy (3/17/2022)**

*Replace this section in its entirety with the following, effective Spring quarter 2022, which begins on April 4, 2022:*  
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 no later than Friday of Week 9 for 11-week courses, Tuesday of Week 5 for 5.5-week Term 1 courses

and Friday of Week 10 for 5.5-week Term 2 courses. The request for withdrawal must be received in writing by the Advisor no later than 11:59PM on the last day to withdraw.

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 the Course Withdrawal period closes, the student will receive a failing grade (F) 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. Pre-licensure nursing programs limit the number of course withdrawals, see the School of Nursing Repeating Courses and Course Withdrawal Policy for Pre-Licensure Programs for more information.

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.

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 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.

**p. 147, Course Withdrawal information for students enrolled in CBE Bachelor of Science in Nursing, RN-BSN Entrance Option (4/28/2022)**

Delete this section in its entirety effective Spring quarter 2022. Refer to updated Course Withdrawal Policy for withdrawal dates.

**p. 147, Administrative Withdrawal from a Course, Program, or the University (3/17/2022)**

*Add this new section immediately after Course Withdrawal Policy*

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.

**p. 149, Credits and grades considered in determining Satisfactory Academic Progress (2/18/2022)**

*Delete the first bullet under "Note the following:" and replace with the following statement:*

- Incomplete grade credits (I) will count toward total credits attempted for the Cumulative Completion Rate, will not be considered earned credits, and will be included as a Failed grade in the GPA calculation until a final grade is posted. See Incomplete Grade Policy.

**p. 152, General Transfer of Credit (4/28/2022, 6/15/2022)**

*Add two new statements within the 8<sup>th</sup> bullet:*

5. Students in the Doctor of Physical Therapy, Master of Science in Nursing, Doctor of Nursing Practice, and Post-Graduate Certificate - Non-Nurse Practitioner programs must complete 100% of their program requirements at Rasmussen University.

6. Students enrolled in a Post-Graduate Certificate-Nurse Practitioner program, must complete at least 78% of their program requirements at Rasmussen University, and no more than 22% may be completed via transfer credits. Only Core courses may be fulfilled with transfer credits.

**p. 152, Course-by-Course Transfer (4/28/2022)**

*Update the 8<sup>th</sup> bullet in this section:*

- Nursing Programs will not accept any core course transfers for courses with prefixes of NGR, NUR and PRN, with the exception of Post-Graduate Certificate-Nurse Practitioner programs, which allow one to three specific Core courses to be fulfilled with transfer credit.

**p. 153, Declining Transfer of Credit (2/18/2022)**

*Delete and replace with the following:*

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. Students using Veteran's Affairs (VA) educational benefits must submit all previously completed college-level coursework for transfer evaluation, and all credits deemed eligible for transfer must be accepted by Rasmussen. The U.S. Department of Veteran's Affairs does not allow students using VA education benefits to decline transfer of credit, so a student who chooses to decline eligible transfer credit will not receive military funding for declined transfer courses and will need to secure other means of payment.

**p. 153, Add new section after Declining Transfer of Credit (4/28/2022)**

*Add the following new section:*

**Post-Graduate Certificate-Nurse Practitioner Program Transfer Credit Policy**

Applicants who are accepted into a Post-Graduate Certificate-Nurse Practitioner program may be eligible to have one to three Core course requirements fulfilled with transfer credit when comparable graduate-level courses have previously been completed within the past five years. Practicing nurse practitioners who are nationally certified are exempt from the 5-year requirement.

Transfer credit eligibility is limited to fulfilling three Core course requirements: NGR5056 Advanced Health Assessment Across the Lifespan, NGR5149 Advanced Pathophysiology Across the Lifespan and NGR5172 Advanced Pharmacology Across the Lifespan.

For transfer credit to be awarded, the transcript must reflect completion of separate, comprehensive graduate-level Nurse Practitioner courses with the following specific content:

- Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts, and approaches.
- Advanced physiology/pathophysiology, which includes general principles that apply across the life span.
- Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents. The student may be required to provide syllabi

for review from the year the courses were completed. If the Dean of Post-Licensure Nursing determines transfer credit can be awarded, the grades will be posted on the student's transcript as transfer credit (TR) and the student will not be required to complete these courses at Rasmussen.

**p. 157, College Equivalency Credit (10/15/2021)**

*Replace the third bullet with the following:*

College-Level Examination Program (CLEP) examinations administered by the College Board. A score of 50 or higher is required for computer-based testing since 2/15/2003. For paper-based exams taken prior to 2/15/2003, the CLEP ACE recommended score will be used. CLEP examinations have a 20-year time limit based on the College Board removing scores from their system and not able to provide transcript service.

**p. 157, Transcripts (9/30/2021, 6/15/2022)**

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

Official transcripts and diplomas will not be released if you have an outstanding financial obligation to Rasmussen University except when required by any applicable law or when sent directly to a licensing administrator for a student to sit for a certification exam if requested within 12 months of the student's graduation date. 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](http://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 except when required by any applicable law. 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 unless an official transcript is required by any applicable law. 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 except when required by any applicable law.

**p. 159, Knowledge Credit Self-Directed Assessments-Upper Division-General Education (10/15/2021)**

Students are able to enroll in and pay for the following four self-directed assessments only through December 27, 2021:

- Art in the World and the Workplace
- Understanding Ourselves Through Physics
- The Mathematics of Games
- The Psychology of Social Media

Starting January 3, 2022, students will be able to enroll in five new General Education self-directed assessments that do not have course equivalencies. Four (4) test out credits will be awarded upon successful completion of the following:

Communications category - Conflict Management This assessment delves into applying conflict resolution techniques to manage conflict in the world and workplace. The skills of conflict resolution and principles of healthy and negative conflict will be utilized in the assessment. Also, the techniques for resolution following conflict will be applied to encourage positive outcomes.

Humanities category - The Science of Learning

In this assessment, learning principles and the science of how humans learn will be applied. The most effective practices for successful learning and the concepts that positively shape learning will be addressed. The different learning styles and known methods of effective instruction will be included in the assessment.

Humanities category - Diversity, Equity, and Inclusion

In this assessment, students will show their ability to recognize other people's thoughts, feelings, and points of view. The focus will be on applying crucial principles of diversity, equity, inclusion, and justice issues. This assessment demonstrates key elements of diversity, equity, and inclusion in students' homes, communities, and workplaces.

Math category - Inferential Statistics and Analytics

See STA3215 Inferential Statistics and Analytics course description.

Social Sciences category - The Psychology of Teams

In this assessment, students will show their competency in applying team psychology in the world and workplace. The assessment will address the differences between the study of team psychology and the psychology of the individual. Key areas of negotiation, leadership, conflict management, collaboration, and ethics will be featured in the assessment.

**p. 160, Academic Appeals and Grievance Policy**  
(3/17/2022)

*In section B. Grievance Procedure, replace #3 with the following:*

3. If a complainant desires to further appeal a decision, a written statement must be submitted to the University Grievance Officer within 15 business days of the Campus Director's decision. A response will be given within 30 business days.

**p. 161, Accommodations Policy** (3/17/2022)

*Replace the Accommodations Contact chart with the updated chart that appears at the end of this Addendum.*

**p.161 Accreditation and Licensing – A. Accreditation**  
(6/15/2022)

*For Health Information Technician programs, delete the list of CAHIIM accredited programs in its entirety and replace with the following:*

- Rasmussen University – National Online through 2025
- Rasmussen University – Bloomington, Eagan, Lake Elmo/Woodbury, Mankato and St. Cloud, Minnesota through 2022

**p.161 Accreditation and Licensing – A. Accreditation**  
(6/30/2022)

*For the Medical Assisting Diploma program, replace "Blaine" with "Hennepin/Anoka":*

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 Bloomington, Hennepin/Anoka, Eagan, 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

**p.161-162, Accreditation and Licensing – A. Accreditation**

*Delete and replace Physical Therapist Assistant program accreditation information with the following (12/17/2021). Replace "Brooklyn Park/Maple Grove" with "Hennepin/Anoka" in the second paragraph (6/30/2022).*

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 – Hennepin/Anoka is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call 763-496-6022 or email [Laura.Miele@rasmussen.edu](mailto: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, Virginia 22305-3085; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>. The program's current status is probationary accreditation; for more information see <https://www.capteonline.org/about-capte/recent-actions-and-updates/recent-actions/public-disclosure-notices>. If needing to contact the program/institution directly, please call 813-435-3645 or email [Tania.Tablinsky@rasmussen.edu](mailto:Tania.Tablinsky@rasmussen.edu).

The Physical Therapist Assistant Program at Rasmussen University – Ocala is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call 352-291-8552 or email [Stacy.Campbell1@rasmussen.edu](mailto:Stacy.Campbell1@rasmussen.edu).

**p.162, Accreditation and Licensing – A. Accreditation**

*Update accreditation for the practical nursing diploma program at Rasmussen University at the Central Pasco campus as follows (10/5/2021):*

- 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 Continuing Accreditation.

*Delete the Brooklyn Park/Maple Grove campus statement and update the Eagan campus statement as follows (6/30/2022):*

Eagan campus, (with an off-campus instructional site at the Hennepin/Anoka 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.

*Update accreditation for the associate nursing program at Rasmussen University at the Bloomington and Central Pasco campuses as follows:*

*Update Bloomington accreditation statement, which replaces "Blaine" with "Hennepin/Anoka" (6/30/2022):*

- Bloomington campus (with off-campus instructional sites at the Hennepin/Anoka and Lake Elmo/Woodbury campuses), 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 Continuing Accreditation with Conditions.
- 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 Continuing Accreditation.

#### **p.162, Accreditation and Licensing – A. Accreditation**

In the associate nursing program at Rasmussen University section (begin in second column on page):

1. Green Bay campus - Replace Initial Accreditation with Continuing Accreditation (4/28/2022)
2. Ocala campus - Based on campus renaming, replace reference to off-campus instructional site in Orlando with North Orlando. (10/15/2021)
3. Romeoville campus – Replace last statement with: This candidacy status expires on July 28, 2023. (4/28/2022)
4. Wausau campus - Replace Initial Accreditation with Continuing Accreditation (4/28/2022)

#### **p. 162, Accreditation and Licensing – A. Accreditation (9/30/2021)**

*Delete the Radiologic Technology Associate's portion of this section and replace 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 three years.
  - Fort Myers campus in Florida was awarded initial accreditation in 2021 for a period of three years.
  - Lake Elmo/Woodbury campus in Minnesota was granted reaccreditation in 2021 for a period of eight years.
  - Ocala campus in Florida was awarded initial accreditation in 2020 for a period of three years.
- Joint Review Committee on Education in Radiologic Technology, 20 North Wacker Drive, Suite 2850 Chicago, Illinois 60606- 3182, 312-704-5300; mail@jrcert.org

#### **p. 162, Accreditation and Licensing – A. Accreditation**

*Delete the Surgical Technologist program portion of this section in the 4<sup>th</sup> column and replace with the following (2/18/2022, 4/28/2022):*

*Replace "Brooklyn Park/Maple Grove" with "Hennepin/Anoka" (6/30/2022):*

The Surgical Technologist Associate's Program at the Hennepin/Anoka, Minnesota campus, the Central Pasco, Florida campus, 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.

#### **p. 163, Accreditation and Licensing – B. Licensing and State Authorization (4/28/2022)**

*Add the following before the address for the Illinois department of Financial and Profession Regulation:*

##### **Illinois Department of Financial and Professional Regulation.**

The Professional Nursing Associate's degree program at the Romeoville/Joliet campus in Illinois is approved by the Illinois Department of Financial and Professional Regulation at the recommendation of the Illinois Board of Nursing. The Aurora/Naperville, Mokena/Tinley Park, and Rockford campuses in Illinois are recognized as extension campuses of the Romeoville/Joliet campus. On Feb. 9, 2022, pursuant to Ill. Admin. Code 1300.340(b)(4)(C), the Professional Nursing Associate's degree program at the Romeoville/Joliet campus and its extension campuses was placed on probation for having an annual pass rate of less than 75 percent on the National Council Licensing Examination of first-time examinees for two consecutive years. The program has two years to demonstrate evidence of implementing strategies to correct deficiencies and bring the pass rate in line with the 75 percent criteria. If after

two years of implementing strategies to correct the deficiency the annual pass rate is less than 75 percent, the program will be reevaluated and will either be allowed to continue to operate on a probationary status or will be disapproved and removed from the list of Illinois approved nursing programs.

**p.165, Legal Name Change Policy (4/28/2022)**

*Add a new policy section immediately after Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act:*

Students who wish to officially change their legal name with the University will address that with the Student Records Department through the Rasmussen Student Portal in the Student Account Center. Individuals will need to submit evidence of current identification with the legal name change visible: government-issued photo identification and the name change document (i.e., a marriage certificate, divorce decree, or court document reflecting the name change).

**p.168, Ownership (9/30/2021, 11/23/2021, 6/30/2022)**

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

Rasmussen College, LLC, d.b.a. Rasmussen University is a wholly-owned subsidiary of American Public Education, Inc., (APEI), a Delaware Corporation. APEI is a publicly-traded corporation, the common stock of which is listed on NASDAQ. APEI is located at 111 W. Congress Street, Charles Town, WV 25414.

Officers:

- Thomas M. Slagle, Chief Executive Officer
- Kevin Delano, Chief Financial Officer
- Donato J. DeVito, Chief Operating Officer

**p.168, Preferred Name Policy (4/28/2022)**

*Add a new policy section immediately after Ownership:*

At Rasmussen University, creating an inclusive environment for our diverse student body is a priority. We recognize that some students prefer to be identified by a first name other than their legal name. All Rasmussen potential students and students have the option to use a first name different than their legal name on certain University records. Any student may choose to identify a preferred first name, also known as their lived name, in addition to their legal name (as listed on the driver's license, Social Security card, passport, etc.) The University will display the preferred name to the University community where feasible and appropriate and make a good faith effort to update records, documents and systems accordingly. This procedure

applies to those students who wish to use a preferred name on campus.

The student is free to determine the preferred name they want to be known by, regardless of whether they have legally changed their name.

The University reserves the right to remove a preferred name if it is used inappropriately, including but not limited to, avoiding a legal obligation or for the purpose of misrepresentation.

The legal name will continue to be used in university-related systems, business processes, and documents such as reporting, financial aid, transcripts, payroll and tax documents, and other records where use of legal first name is required by law or Rasmussen policy.

A student who indicates a preferred name will see it used whenever possible in campus systems and documents, with the exception of cases where the student's legal name is required by law. Legal first and last names can only be changed with documentation of a legal name change.

A student may update their preferred name at any time through the Rasmussen Student Portal, within the Account Center Preferred Name and Pronoun Update tab. The preferred name will be the default name printed on quarterly academic achievement awards, as well as the diploma. A student may change the default to their legal name prior to the last date of each quarter for which the awards are calculated.

**\*Please note:** When providing your name, it is important to consider situations in which you will be using your preferred name, and decide if your first name will need to be consistent on all records and forms of ID. For example, when searching for a job, which name will you be using on your resume and in all interviews? Remember that your legal name will appear on your transcript, financial aid documents, visa documents, and W-2 forms. It is important to know that you may change your preferred name back to your legal name for any reason.

**Places Where Preferred Name Will Appear**

Once the Registrar's Office makes the updates, our university will then make every effort to update our many independent systems across the university to reflect your preferred name where possible. Generally, you can expect to see your preferred name in the following places:

- Rasmussen Personal Support Center (IT Support System)
- Learning Management System

- Class rosters
- Grade Reports/ Degree Progress Audit
- Quarterly Deans & Honors Awards and Credential Awards
- Commencement programs
- Diplomas
- University marketing materials where a student has consented to have their name identified (student may choose the name to be used).
- Directory listings (telephone, online, hardcopy)
- Co-curricular rosters (athletic rosters, student organization membership, etc. and related reporting.

**Places Where Legal Name Will Appear**

- Network login
- Email display of name
- Enrollment Acceptance communications
- Financial Aid and Tuition Billing
- Official and unofficial transcripts
- Enrollment verification
- Accounts payable & student refund checks
- Paychecks & paystubs
- Required information reporting to the IRS (W2, 1098T, 1042S, etc.)
- Certain official forms or correspondence from the University (financial aid awards, new hire forms, etc.)
- Disciplinary records, including Safety & Security reports
- Federal immigration documents
- Official correspondence/reporting with external entities

**p.168, Pronoun Policy (4/28/2022)**

*Add a new policy section immediately after Preferred Name Policy:*

Pronouns are used in place of people's names. Chosen pronouns are used to respect the way people identify and to avoid making assumptions about people's identities. A chosen pronoun is the pronoun that an individual would like others to use when talking to or about that individual. Some people prefer others to use a gender-neutral or gender-inclusive pronoun when talking to or about them. A student does not have to report a chosen pronoun. A chosen pronoun is not the same as gender. Gender information will continue to be collected at the time of enrollment and may be updated at any time through the Rasmussen Student Portal within the Account Center Student Change of Information tab. A student may also update their pronoun at any time through the Rasmussen Student Portal within the Account Center Preferred Name and Pronoun Update tab.

**p. 173, Board of Directors (11/18/2021)**

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

**Henry S. Bienen, PhD**

Chairman

– President Emeritus, Northwestern University,  
Evanston, Illinois

**Kenneth Ender, PhD**

Director, Public Member

– President, Harper College

**Daniel Pianko, MBA**

Director, Private Member

**Angela Selden, BA**

– CEO, American Public Education, Inc.

**Sharon Thomas Parrott**

Director, Public Member

**Mathew Yale**

Director, Public Member

**Last page of Catalog**

Update the phone number for National Online to 952-806-3900 (4/28/2022)

Update the Tampa/Brandon campus address (8/6/2021):

Tampa/Brandon

330 Brandon Town Center Drive

Brandon, FL 33511

813-246-7600

Within the list of Florida campuses, the Orlando campus has been renamed North Orlando. (10/15/2021)

Update the Eagan campus address (9/30/2021):

Eagan

1305 Corporate Center Drive

Suite 200

Eagan, MN 55122

651-687-9000

As of July 1, 2022, the Blaine campus location will be renamed Hennepin/Anoka and will be located at 5555 96th Avenue North Brooklyn Park, MN 55443. Students who were previously attending the Brooklyn Park/Maple Grove campus have been transferred to the Hennepin/Anoka campus.

*The following program is available to students starting January 3, 2023 and later:*

## Doctor of Physical Therapy

### Empowered Learning Competency-Based Education Program

#### Doctor of Physical Therapy (DPT)

#### CAREER OPPORTUNITIES

Physical Therapist

#### OBJECTIVE

Graduates of the Doctor of Physical Therapy Degree Program are clinicians qualified to serve as entry points into the healthcare system and work as an integral part of an interprofessional healthcare team. In concert with the American Physical Therapy Association's Vision Statement "transforming society by optimizing movement to improve the human experience," Rasmussen University graduates are prepared to assume leadership roles by addressing rehabilitation, wellness, and prevention needs across the lifespan through their expertise in the human movement system

#### APPLICATION, ACCEPTANCE, AND ENROLLMENT REQUIREMENTS

##### Application Process

Rasmussen University participates in the American Physical Therapy Association (APTA) sponsored application service, Physical Therapist Centralized Application Service (PTCAS). To apply to the Rasmussen University DPT program, please visit [www.PTCAS.org](http://www.PTCAS.org) to create an account and follow all instructions and monitor your application progress. PTCAS has an Applicant Help Center to provide guidance and timelines for submitting required information.

Application requirements are outlined below and deadlines are provided in PTCAS.

##### Application Requirements

**1. PTCAS Application** – there is a fee when applying to Doctor of Physical Therapy Programs through PTCAS, for more information visit [www.PTCAS.org](http://www.PTCAS.org).

**2. Conferred Baccalaureate or Higher Degree\***

Applicants must submit an official transcript documenting a conferred bachelor's degree, master's degree or doctoral degree (in any field) with a cumulative GPA of 3.0 (no rounding) or higher on a 4.0 scale, 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). When program specific prerequisite requirements are not met as part of the degree or certificate, official transcripts must be provided from each of the accredited institutions where the prerequisite requirements were met.

\*Applicants may have a maximum of two (2) outstanding prerequisite courses at the time of application. If those courses are required to complete their Bachelor's Degree, they must provide official transcripts with a cumulative GPA of 3.0 or higher on a 4.0 scale AND proof of enrollment in courses to complete their degree PRIOR to matriculation. Official transcripts for the conferred degree or certificate are required by the end of the first quarter or the student will be administratively withdrawn from the program.

#### 3. Program Specific Prerequisites GPA

- The minimum program specific prerequisite GPA is 3.0 on a 4.0 scale.
- Prerequisite courses may be completed at a regionally or nationally accredited institution and must be completed with a grade of C or better (a C- grade is not acceptable). All prerequisite coursework must be completed prior to matriculation into the program. Official transcripts for prerequisite coursework for accepted students must be received by Rasmussen University no later than Friday of Week 13 of the first quarter of the program, failure to provide official transcripts may result in an administrative withdrawal from the program.
- Applicants are allowed to have a maximum of 2 prerequisite courses in progress at the time of application. Applications with 3 or more prerequisites course in progress will not be reviewed.

Prerequisite Courses	Semester Hours	Quarter Hours
General Biology	3	4
General Chemistry I & II with labs*	8	12
General Physics I & II with labs*	8	12
One course in Anatomy with lab and one course in Physiology with lab OR a two-course sequence in Anatomy and Physiology with labs (8 semester/12 quarter credits)	8	12
General Psychology	3	4
Additional Psychology (i.e. Abnormal, Developmental)	3	4
Statistics, introductory or general	3	4

\*The chemistry and physics courses must be a two-semester, eight credit-hour or equivalent course sequence. A course sequence is a correlated pair of courses offering in-depth coverage of a specific field and must be at a level such that the courses would be acceptable as prerequisites to advance toward a baccalaureate degree in that discipline. The sequence may be 3 courses at a quarter-based institution.

#### 4. Graduate Record Exam (GRE)

GRE results, completed within five years of the submission date. If students have taken the GRE examination more than once, the highest score achieved in each category will be used for evaluating the application. The following GRE scores are minimum requirements for application to the program:

- Verbal Reasoning 149
- Quantitative Reasoning 146
- Analytical Writing 3.5

Rasmussen University's school code is available on the PTCAS application.

#### 5. Altus Suite

All applicants to the Rasmussen DPT program are required to complete an online suite of assessments (Altus Suite) to assist with



the selection process. Altus Suite consists of a two-part online assessment of non-cognitive skills, interpersonal characteristics, and personal values and priorities that are important for successful students and graduates of the DPT program. Altus Suite will complement the other components of the application criteria.

To complete Altus Suite students must create an account at <https://takealtus.com> and complete the required assessments listed below. There is an additional fee associated with this portion of the application.

1. Casper: An online situational judgment test.
2. Snapshot: A one-way recorded interview with standardized questions.

PTCAS applications that are received without the required Altus Suite items will not be reviewed.

## 6. Letters of Recommendation

Two professional letters of recommendation are required:

- One recommendation must come from a licensed physical therapist
- Rasmussen prefers that one letter is from a college professor who can attest to your ability to enter a competitive professional program. If you have been out of school for some time, a letter from a work setting will be accepted, as will a second letter from a physical therapist. Letters from family members or friends do not meet this requirement.

## 7. Rasmussen University Application and Background Check

Applications will be reviewed on a rolling basis. Qualified applicants will receive a communication from Rasmussen University informing them of their eligibility for acceptance, at that time the applicant will be required to complete an application to Rasmussen University and consent to, and receive, a clear background check to be accepted.

### Applicants Accepted with Conditions

Accepted applicants who have provided evidence that they will complete acceptance requirements prior to matriculation must sign an enrollment agreement and pay the registration fee to reserve their space in the cohort. Students must provide official transcripts for the conferred degree or certificate by Friday of week 13 in the first quarter of their program or risk being administratively withdrawn from the program.

### Waitlist Applicants

Qualified candidates that apply after the cohort maximum is met will be placed on a waitlist and informed of eligibility for acceptance if space becomes available. Waitlist applicants must meet all the Acceptance Requirements at the point in time they are contacted.

### Acceptance Requirements

Completed applications will be reviewed on a rolling basis. Successful applicants will receive a communication from Rasmussen University confirming eligibility for acceptance.

Accepted applicants pursuing admittance into the Doctor of Physical Therapy (DPT) program must complete the following to being deemed eligible to secure their enrollment in the program:

- Enrollment agreement
- Payment of a registration fee of \$595, which will be applied as a credit toward the first quarter of enrollment tuition and fees
- University Orientation
- Any additional program-specific requirements as specified at the time of enrollment

## CORE COURSES

### Graduate Division

PHT7010	Subject Immersion I: Introduction to the Profession	2
PHT7020	Subject Immersion II: The Influence of the Social Determinants of Health on Communication, Attitudes, and Behaviors	2
PHT7030	Subject Immersion III: Clinical Informatics and Healthcare Technologies	2
PHT7040	Subject Immersion IV: Principles of Value-Based Physical Therapy Care	2
<i>PHT7210C</i>	<i>Foundational Sciences of Physical Therapy Practice I</i>	10
<i>PHT7220C</i>	<i>Foundational Sciences of Physical Therapy Practice II</i>	8
<i>PHT7230C</i>	<i>Foundational Sciences of Physical Therapy Practice III</i>	4
<i>PHT7240C</i>	<i>Foundational Sciences of Physical Therapy Practice IV</i>	4
<i>PHT7510C</i>	<i>Clinical Sciences of Physical Therapy Practice I</i>	4
<i>PHT7520C</i>	<i>Clinical Sciences of Physical Therapy Practice II</i>	5
<i>PHT7530C</i>	<i>Clinical Sciences of Physical Therapy Practice III</i>	8
<i>PHT7540C</i>	<i>Clinical Sciences of Physical Therapy Practice IV</i>	8
PHT7710C	Physical Therapy Immersion I	3
PHT7720C	Physical Therapy Immersion II	4
PHT7730C	Physical Therapy Immersion III	4
PHT7740C	Physical Therapy Immersion IV	4
PHT8050	Subject Immersion V: Comprehensive Patient/Client Management Across the Lifespan	2
<i>PHT8540</i>	<i>Legal and Ethical Accountabilities in Physical Therapy Practice</i>	2
<i>PHT8550C</i>	<i>Clinical Sciences of Physical Therapy Practice V</i>	10
<i>PHT8590</i>	<i>Healthcare Business and Marketing</i>	2
PHT8750C	Physical Therapy Immersion V	5
PHT8810	Clinical Education Experience I	12
PHT8820	Clinical Education Experience II	12
PHT8830	Clinical Education Experience III	12
<i>PHT8900</i>	<i>Doctor of Physical Therapy Capstone</i>	4

<b>Core Credits</b>	<b>99</b>
<b>Practicum Clinical Credits</b>	<b>36</b>
<b>Total Doctoral Degree Credits</b>	<b>135</b>

**This competency-based education program contains both traditional and competency-based education (CBE) courses. CBE courses are indicated in italics.**

Students will be required to travel to the Minneapolis/St. Paul area in Minnesota for Physical Therapy Immersion classes each of the first four quarters and the sixth quarter. Depending on the academic quarter, the length of time for these Immersion classes is projected to be between 5 and 12 days. Students may be required to travel for the three Clinical Education Experience courses. The student will be responsible for all travel, lodging and related costs.

Graduation from a physical therapist education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 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.

Rasmussen University-Graduate Studies North (MN) is seeking accreditation of a new physical therapist education program from CAPTE. On June 1st, 2022, the program submitted an Application for Candidacy, which is the formal application required in the pre-accreditation stage. Submission of this document does not assure that the program will be granted Candidate for Accreditation status.

Achievement of Candidate for Accreditation status is required prior to implementation of the professional phase of the program; therefore, no students may be enrolled in professional courses until Candidate for Accreditation status has been achieved. Further, though achievement of Candidate for Accreditation status signifies satisfactory progress toward accreditation, it does not assure that the program will be granted accreditation.

This program meets the educational eligibility requirements to register for the National Physical Therapy Exam (NPTE) for Physical Therapists 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.

The Doctor of Physical Therapy Degree is designed to lead to careers as a physical therapist. 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

\* In accordance with the Commission on Accreditation in Physical Therapy Education (CAPTE) Rules of Practice and Procedure, Rasmussen University will not enroll students into the professional phase of the DPT program until Candidate for Accreditation status has been awarded. All credits and degrees earned while the program is in candidacy status are considered to be from an accredited program, allowing graduates to register for the professional licensure examination.

Drug testing, proof of current immunizations, and proof of current CPR certification are not entrance requirement(s) for this program; however, some clinical education sites may require testing, proof of current immunizations, and/or proof of current CPR certification prior to participation in clinical education.

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

## **Master of Science in Nursing – Professional Specializations**

### **Empowered Learning Competency-Based Education Program**

#### **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

#### **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.
- A professional essay, as prescribed in the application packet.
- Two professional recommendation forms.
- An active, unencumbered RN or APRN license.
- Official transcript that reflects a Bachelor's Degree in Nursing with a minimum GPA of 3.0 on a 4.0 scale.

Applicants with a GPA of 2.8 (no rounding) to 2.99 may request an exception to the minimum 3.00 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.

When a completed application is submitted, it will be reviewed by the Dean of Post-Licensure 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 application and enrollment agreement
- Complete and pass a criminal background check through Rasmussen University's chosen third-party vendor.
- 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.

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.

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**

Graduate Division

NGR5013	Foundations of Advanced Nursing Practice	4
NGR5056	Advanced Health Assessment Across the Lifespan	4
NGR5101	Research and Evidence-Based Practice	4
NGR5149	Advanced Pathophysiology Across the Lifespan	4
NGR5172	Advanced Pharmacology Across the Lifespan	4
NGR5800	Leading Healthcare Transformation	4
NGR6900	MSN Capstone	4

#### **CHOOSE ONE OF THE FOLLOWING SPECIALIZATIONS**

##### **Healthcare Technology, Simulation, and Informatics Specialization**

NGR6703	Advanced Nursing Practice	4
NGR6716	Simulation in Healthcare	4
NGR6820	Healthcare Technology	4
NGR6840	Integrating Technology	4
NGR6870	Informatics in Advanced Nursing Practice	4

##### **Nursing Education Specialization**

NGR6050	Nursing Education in the Classroom	4
NGR6150	Nursing Education in the Clinical Setting	4
NGR6300	Curriculum Design and Program Evaluation	4
NGR6701	The Role of the Nurse Educator	4
NGR6703	Advanced Nursing Practice	4

##### **Nursing Leadership and Administration Specialization**

NGR6100	The Business Side of Nursing	4
NGR6117	Leadership and Management in Advanced Nursing Practice	4
NGR6250	Meaningful Communication and Collaboration	4
NGR6703	Advanced Nursing Practice	4
NGR6801	Advanced Nursing Leadership	4

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## ADDENDUM to the Rasmussen University Catalog and Student Handbook 2021-2022

June 30, 2022

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<b>Core Credits</b>	<b>28</b>
<b>Specialization Credits</b>	<b>20</b>
<b>Total Master's Degree Credits</b>	<b>48</b>

Statistics course before taking Nursing courses. This course is not eligible for financial aid.

The master's degree program in nursing at Rasmussen University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

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

This program and its specializations are not available to residents of all states. Please speak with an advisor to determine your eligibility for enrollment.

These specializations have not been approved by any state professional licensing body. They are 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.

MSN students must demonstrate successful completion of a college-level Statistics course as a prerequisite or co-requisite to NGR5013 and NGR5101. 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 enrolling as an Individual Progress student their first quarter and completing the Statistics course while taking Nursing courses or (2) enrolling as an Individual Progress student and completing the



*The Adult-Gerontology Primary Care Nurse Practitioner specialization, Family Nurse Practitioner specialization, and Pediatric Primary Care Nurse Practitioner specialization are available to students starting October 3, 2022 and later.*

## **Master of Science in Nursing – Nurse Practitioner Specializations**

### **Empowered Learning Competency-Based Education Program**

#### **Master of Science Degree**

#### **CAREER OPPORTUNITIES (BY SPECIALIZATION AREA)**

##### **Adult-Gerontology Primary Care Nurse Practitioner**

- Emergency Departments
- Clinics
- Private Practice
- Telehealth Services
- Schools
- Academia
- Mental and Behavioral Health Services
- Nurse-Managed Health Centers
- Home Health Care
- Community Health Centers

##### **Family Nurse Practitioner**

- Emergency Departments
- Clinics
- Private Practice
- Telehealth Services
- Schools
- Academia
- Mental and Behavioral Health Services
- Nurse-Managed Health Centers
- Home Health Care
- Community Health Centers

##### **Pediatric Primary Care Nurse Practitioner**

- Emergency Departments
- Clinics
- Private Practice
- Telehealth Services
- Schools
- Academia
- Mental and Behavioral Health Services
- Nurse-Managed Health Centers
- Home Health Care
- Community Health Centers

##### **Psychiatric Mental Health Nurse Practitioner:**

- Hospitals
- Emergency Departments
- Clinical or Private Practice
- Schools
- Behavioral Health Facilities
- Academia

#### **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.
- A professional essay, as prescribed in the application packet.
- Two professional recommendation forms.
- An active, unencumbered RN or APRN license.
- Official transcript that reflects a Bachelor's Degree in Nursing with a minimum GPA of 3.0 on a 4.0 scale.

Applicants with a GPA of 2.8 (no rounding) to 2.99 may request an exception to the minimum 3.00 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.

When a completed application is submitted, it will be reviewed by the Dean of Post-Licensure 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 application and enrollment agreement
- Complete and pass a criminal background check through Rasmussen University's chosen third-party vendor.
- 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.

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.

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**

Graduate Division

NGR5013	Foundations of Advanced Nursing Practice	4
NGR5056	Advanced Health Assessment Across the Lifespan	4
NGR5101	Research and Evidence-Based Practice	4
NGR5149	Advanced Pathophysiology Across the Lifespan	4
NGR5172	Advanced Pharmacology Across the Lifespan	4
NGR5800	Leading Healthcare Transformation	4
NGR6900	MSN Capstone	4

**CHOOSE ONE OF THE FOLLOWING SPECIALIZATIONS**

**Adult-Gerontology Primary Care Nurse Practitioner Specialization**

NGR6011	Foundations of Adult-Gerontology Primary Care Nurse Practitioner Practice	3
NGR6211	Principles of Adult-Gerontology Primary Care	4
NGR6265	Adult-Gerontology Primary Care Nurse Practitioner Practicum I	6
NGR6266	Adult-Gerontology Primary Care Nurse Practitioner Practicum II	6
NGR6267	Adult-Gerontology Primary Care Nurse Practitioner Practicum III	6
NGR6268	Adult-Gerontology Primary Care Nurse Practitioner Practicum IV	6
NGR6640	Advanced Primary Care of the Adult and Older Adult I	4
NGR6650	Advanced Primary Care of the Adult and Older Adult II	4

**Family Nurse Practitioner Specialization**

NGR6001	Foundations of Family Nurse Practitioner Practice	3
NGR6211	Principles of Adult-Gerontology Primary Care	4
NGR6234	Reproductive Health of the Family	4
NGR6330	Principles of Pediatric Primary Care	4
NGR6365	Family Nurse Practitioner Practicum I	6
NGR6366	Family Nurse Practitioner Practicum II	6
NGR6367	Family Nurse Practitioner Practicum III	6
NGR6368	Family Nurse Practitioner Practicum IV	6

**Pediatric Primary Care Nurse Practitioner Specialization**

NGR6021	Foundations of Pediatric Primary Care Nurse Practitioner Practice	3
NGR6330	Principles of Pediatric Primary Care	4
NGR6340	Advanced Primary Care of the Pediatric Patient I	4
NGR6350	Advanced Primary Care of the Pediatric Patient I	4
NGR6465	Pediatric Primary Care Nurse Practitioner Practicum I	6
NGR6466	Pediatric Primary Care Nurse Practitioner Practicum II	6
NGR6467	Pediatric Primary Care Nurse Practitioner Practicum III	6
NGR6468	Pediatric Primary Care Nurse Practitioner Practicum IV	6

**Adult-Gerontology Primary Care Nurse Practitioner, Family Nurse Practitioner and Pediatric Primary Care Nurse Practitioner Specializations Only**

Elective Course: Select 1:		
NGR6036	Advanced Diagnostics Techniques	2
NGR6168	Complementary and Alternative Medicine in Advanced Practice Nursing	2
NGR6767	Practice Management for the Nurse Practitioner	2

**Psychiatric Mental Health Nurse Practitioner Specialization**

NGR6262	Foundations of Psychiatric Mental Health Nurse Practitioner Practice	4
NGR6462	Psychopathology and Neurobiology of Mental Health Disorders	4
NGR6502	Psychiatric Mental Health Treatment Modalities	4
NGR6538	Psychopharmacology	4
NGR6910	Psychiatric Mental Health Nurse Practitioner Practicum I	6
NGR6920	Psychiatric Mental Health Nurse Practitioner Practicum II	6
NGR6930	Psychiatric Mental Health Nurse Practitioner Practicum III	6
NGR6940	Psychiatric Mental Health Nurse Practitioner Practicum IV	7

**Core Credits** **28**

**Specialization Credits** **41**

**Total Master's Degree Credits** **69**

**All courses within these programs are competency-based education (CBE) courses.**

**This program and its specializations are not available to residents of all states. Please speak with an advisor to determine your eligibility for enrollment.**

MSN students must demonstrate successful completion of a college-level Statistics course as a prerequisite or co-requisite to NGR5013 and NGR5101. 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 enrolling as an Individual Progress student their first quarter and completing the Statistics course while taking Nursing courses or (2) enrolling as an Individual Progress student and completing the Statistics course before taking Nursing courses. This course is not eligible for financial aid.

These program specializations are designed to prepare graduates to apply for an advanced practice nursing license, as well as eligibility to write the associated national certification examination (which may be required by individual state boards of nursing for advanced practice licensure). These specializations have been approved by the Minnesota State Board of Nursing. For further information on professional licensing requirements, please contact the appropriate board or agency in your state of residence.

Determinations regarding professional licensure or certification have been made for all states and territories 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. Other licensure requirements may apply; please verify your eligibility against applicable rules, which can change at any time.

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

In addition to the practicum experiences, this program requires a one-weekend on-campus residency.

The master's degree program in nursing at Rasmussen University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

**Nurse Practitioner specializations are NOT eligible for participation in Title IV federal student aid programs.**

*This program is available to students starting July 5, 2022 and later.*

## **Nursing | Post-Graduate Certificate – Nurse Practitioner**

### **Empowered Learning Competency-Based Education Program**

#### **Post-Graduate Certificate - Psychiatric Mental Health Nurse Practitioner**

##### **CAREER OPPORTUNITIES**

- Hospitals
- Emergency Departments
- Clinical or Private Practice
- Schools
- Behavioral Health Facilities
- Academia

##### **OBJECTIVE**

Students who complete the Post-Graduate Certificate – Psychiatric Mental Health Nurse Practitioner program are prepared to provide socially just, culturally responsive, advanced practice nursing practice and to serve as ethical, safe, holistic, innovative leaders of healthcare. As advance practice nurses, they 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 psychiatric-mental and behavioral healthcare services 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.

##### **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 recommendation forms.
- A current curriculum vitae or resume.
- An active, unencumbered RN or APRN license from the state where clinical hours will be completed.
- Official transcript that reflects a Master's or Doctoral degree in Nursing from an accredited nursing program with a minimum GPA of 3.0 on a 4.0 scale.

When a completed application is submitted, it will be reviewed by the Dean of Post-Licensure Nursing. In addition to determining program entrance acceptance, the applicant's transcript will be reviewed to determine whether the student will need to take Nurse Practitioner Core courses as part of the Certificate program or if one or more of these course requirements may be fulfilled with transfer credit.

Once the Dean of Post-Licensure Nursing approves the application packet the following will be required:

- Rasmussen University application and enrollment agreement
- Complete and pass a criminal background check through Rasmussen University's chosen third-party vendor.
- Any additional programmatic requirements as specified at the time of enrollment.

Approved applicants will receive a communication from the University confirming acceptance once all acceptance requirements have been met.

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

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.

Drug testing, proof of current immunizations, and proof of current CPR certification are not entrance or acceptance requirements for this program; however, students enrolled in this program must submit proof of current immunizations, TB testing and standard non-employee requirements to pass NGR6502 Psychiatric Mental Health Treatment Modalities (a clinical pre-requisite course). Certain clinical sites may also require drug screening, proof of current CPR certification, and/or additional background studies 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

NGR5056	Advanced Health Assessment Across the Lifespan	4
NGR5149	Advanced Pathophysiology Across the Lifespan	4
NGR5172	Advanced Pharmacology Across the Lifespan	4

##### **PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER COURSES**

NGR6262	Foundations of Psychiatric Mental Health Nurse Practitioner Practice	4
NGR6462	Psychopathology and Neurobiology of Mental Health Disorders	4
NGR6502	Psychiatric Mental Health Treatment Modalities	4
NGR6538	Psychopharmacology	4
NGR6910	Psychiatric Mental Health Nurse Practitioner Practicum I	6
NGR6920	Psychiatric Mental Health Nurse Practitioner Practicum II	6
NGR6930	Psychiatric Mental Health Nurse Practitioner Practicum III	6
NGR6940	Psychiatric Mental Health Nurse Practitioner Practicum IV	7

**Total Post-Graduate Certificate Credits** **53**

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

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

This program is designed to prepare graduates to apply for an advanced practice nursing license, as well as eligibility to write the associated national certification examination (which may be required by individual state boards of nursing for advanced practice licensure). This program has been approved by the Minnesota State Board of Nursing. For further information on professional licensing requirements, please contact the appropriate board or agency in your state of residence.

Determinations regarding professional licensure or certification have been made for all states and territories 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. Other licensure requirements may apply; please verify your eligibility against applicable rules, which can change at any time.

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

In addition to the practicum experiences, this program requires a one-weekend on-campus residency.

**This Post-Graduate Certificate program is NOT eligible for participation in Title IV federal student aid programs.**



## Software Application Development | ASSOCIATE'S DEGREE

Knowledge Credit Self-Directed Assessment Available

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

### CAREER OPPORTUNITIES

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

### Data Analytics Specialization:

- Business Intelligence Developer
- Data Analyst
- Data Quality Analyst
- Programmer Analyst
- Computer Systems Analyst
- Software Developer
- Web Analytics Analyst

### OBJECTIVE

Graduates of this program will be prepared to produce software that meets functional and business requirements. They will apply design and analysis methodologies to model business-oriented programming solutions, understand the importance of industry best practice methods and techniques for completing tasks throughout the software development process, and use industrial strength programming languages, tools, and techniques to create software applications, web-based solutions, and database-driven software systems. Students benefit from highly qualified faculty who have practical, in-field experience. 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

<b>English Composition</b> (Required course)	<b>4</b>
ENC1101 English Composition +	
<b>Communication</b> (Select 2 courses) +	<b>8</b>
<b>Humanities</b> (Select 3 courses) +	<b>12</b>
<b>Math / Natural Sciences</b> (Required courses) +	<b>13</b>
MAC1106 Advanced Algebra	
MAT1222 Algebra +	
STA1625 Essential Statistics and Analytics +	
<b>Social Sciences</b> (Select 2 courses) +	<b>8</b>

See page 88 for General Education Course Selections.

### CORE COURSES

Lower Division

CDA1202	Foundations of Software Design	3
CEN1400	Mobile Application Development	3
CGS1820C	Introduction to HTML +	3
CIS2990C	Software Application Development Capstone	3
CNT1020C	Networking Fundamentals for Programmers	3
COP1044C	Introduction to Object-Oriented Programming	3
COP1350C	C++ Programming +	4
COP1532C	Database Fundamentals for Programmers+	3
COP1801	JavaScript	3
COP2268C	Java Programming+	3
COP2350C	Advanced C++ Programming	4
COP2456C	Microsoft C# Programming	3
COP2570C	Programming Data Structures	4
COP2664C	Advanced Database Programming Techniques	3

**General Education Credits** **45**

**Core Credits** **45**

**Total Associate's Degree Credits** **90**

### SPECIALIZATION OPTION

Students may elect to focus their degree by substituting a set of specialization courses in place of: COP1350C C++ Programming, COP2268C Java Programming, COP2350C Advanced C++ Programming and COP2570C Programming Data Structures.

### Data Analytics Specialization

QMB1000C	Fundamentals of Data Analytics+	4
QMB1311C	Python Programming	4
QMB2200C	Fundamentals of Data Visualization	3
QMB2311C	Advanced Python Programming	4

+ Self-directed assessment available; see page 158 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.

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**ADDENDUM to the Rasmussen University Catalog and Student Handbook 2021-2022**June 30, 2022

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*The following Tuition rates are effective for new and returning students who start on or after April 4, 2022.*

<b>TUITION</b>	<b>PART TIME *</b>	<b>FULL TIME *</b>
<b>SCHOOL OF BUSINESS</b>		
Standard Tuition Rate (all programs except any listed below)	\$319 per credit	\$269 per credit
- Master of Business Administration	\$155 per credit	\$155 per credit
- Master of Human Resources Management	\$155 per credit	\$155 per credit
<b>SCHOOL OF DESIGN</b>		
Graphic Design Associate's	\$310 per credit	\$260 per credit
Graphic Design BS	\$299 per credit	\$229 per credit
<b>SCHOOL OF EDUCATION</b>		
Standard Tuition Rate (all programs except any listed below)	\$161 per credit	\$161 per credit
Early Childhood Education Leaderships BS	\$319 per credit	\$269 per credit
<b>SCHOOL OF HEALTH SCIENCES</b>		
Standard Tuition Rate (all programs except any listed below)	\$319 per credit	\$269 per credit
- Human Services Associate's	\$249 per credit	\$199 per credit
- Human Services BS	\$249 per credit	\$199 per credit
- Physical Therapist Assistant Associate's	\$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
- Doctor of Physical Therapy	\$595 per credit	\$595 per credit
<b>SCHOOL OF JUSTICE STUDIES</b>		
Standard Tuition Rate (all programs)	\$319 per credit	\$269 per credit
<b>SCHOOL OF NURSING</b>		
Professional Nursing Associate's Degree (excluding Moorhead, MN)	\$409 per credit	\$409 per credit
- Moorhead, MN Campus	\$360 per credit	\$360 per credit
Practical Nursing Diploma		
- Campuses in Florida	\$335 per credit	\$335 per credit
- Campuses in Minnesota (excluding Moorhead, MN)	\$385 per credit	\$385 per credit
- Moorhead, MN Campus	\$360 per credit	\$360 per credit
Bachelor of Science in Nursing (all entrance options)	\$335 per credit	\$335 per credit
Master of Science in Nursing Degree	\$155 per credit	\$155 per credit
- Master of Science in Nursing Degree - Nurse Practitioner specialization courses (41 credits). 28 core program credits are \$155 per credit	\$865 per credit	\$865 per credit
Post-Graduate Certificate – Nurse Practitioner	\$425 per credit	\$425 per credit
Doctor of Nursing Practice	\$695 per credit	\$695 per credit
<b>SCHOOL OF TECHNOLOGY</b>		
Standard Tuition Rate (all programs)	\$319 per credit	\$269 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.

**Self-Directed Assessments:** Tuition rates listed above are for faculty-led and CBE courses required within programs. Self-directed assessments, when available, may be attempted for a prepaid, nonrefundable/nontransferable fee of \$149 per attempt (except for Foundations of Early Childhood Education, 12 credits, which is \$447). Prepayment is required prior to being granted access to any self-directed assessment. See the self-directed assessments policy for complete details. Students in the Bachelor of Science in Nursing-RN to BSN program are exempt from the self-directed assessment fee.

**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 \$149 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 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.

*p. 3 - Updated "Last Date to Withdraw from a Course" dates apply starting Spring Quarter 2022, which begins on April 4, 2022.*

### 2021-2022 - Course Change Deadlines

Course Term & Length	First Day of Classes	Last Day of Classes (Courses close at 11:59 PM CST)	Late Date to Add a Course	Last Date to Drop a Course	Last Date to Withdraw from a Course
<b>SUMMER QUARTER 2021</b>					
11-Week	Tuesday, July 6, 2021	Saturday, September 18, 2021	7/12/2021	7/13/2021	8/20/2021
5.5-Week, Term 1	Tuesday, July 6, 2021	Tuesday, August 10, 2021	7/7/2021	7/13/2021	7/27/2021
5.5-Week, Term 2	Wednesday, August 11, 2021	Saturday, September 18, 2021	8/12/2021	8/18/2021	9/3/2021
<b>FALL QUARTER 2021</b>					
11-Week	Monday, October 4, 2021	Saturday, December 18, 2021	10/8/2021	10/11/2021	11/18/2021
5.5-Week, Term 1	Monday, October 4, 2021	Tuesday, November 9, 2021	10/5/2021	10/11/2021	10/26/2021
5.5-Week, Term 2	Wednesday, November 10, 2021	Saturday, December 18, 2021	11/12/2021	11/18/2021	12/3/2021
<b>WINTER QUARTER 2022</b>					
11-Week	Monday, January 3, 2022	Saturday, March 19, 2022	1/7/2022	1/10/2022	2/17/2022
5.5-Week, Term 1	Monday, January 3, 2022	Tuesday, February 8, 2022	1/4/2022	1/10/2022	1/25/2022
5.5-Week, Term 2	Wednesday, February 9, 2022	Saturday, March 19, 2022	2/10/2022	2/16/2022	3/4/2022
<b>SPRING QUARTER 2022</b>					
11-Week	Monday, April 4, 2022	Saturday, June 18, 2022	4/8/2022	4/11/2022	6/3/2022
5.5-Week, Term 1	Monday, April 4, 2022	Tuesday, May 10, 2022	4/5/2022	4/11/2022	5/3/2022
5.5-Week, Term 2	Wednesday, May 11, 2022	Saturday, June 18, 2022	5/12/2022	5/18/2022	6/10/2022
<b>SUMMER QUARTER 2022</b>					
11-Week	Tuesday, July 5, 2022	Saturday, September 17, 2022	7/11/2022	7/12/2022	9/2/2022
5.5-Week, Term 1	Tuesday, July 5, 2022	Tuesday, August 9, 2022	7/6/2022	7/12/2022	8/2/2022
5.5-Week, Term 2	Wednesday, August 10, 2022	Saturday, September 17, 2022	8/11/2022	8/17/2022	9/9/2022

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**ADDENDUM to the Rasmussen University Catalog and Student Handbook 2021-2022**June 30, 2022

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Accommodations Contacts				
Campus or Area	Name	Title	Telephone	Email
FL - Central Pasco	Lynette Barcewicz	Academic Dean	813-246-7600	lynette.barcewicz@rasmussen.edu
FL - Fort Myers	Andy Binanti	Academic Dean	815-306-2628	andy.binanti@rasmussen.edu
FL - North Orlando	Andy Binanti	Academic Dean	815-306-2628	andy.binanti@rasmussen.edu
FL - Ocala	Laurie Harmon	Academic Dean	352-291-8515	laurie.harmon@rasmussen.edu
FL - Tampa/Brandon	Lynette Barcewicz	Academic Dean	813-246-7600	lynette.barcewicz@rasmussen.edu
IL - Aurora/Naperville	Christopher Roe	Academic Dean	815-306-2632	christopher.roe@rasmussen.edu
IL - Mokena/Tinley Park	Christopher Roe	Academic Dean	815-306-2632	christopher.roe@rasmussen.edu
IL - Rockford	Caroline Gulbrandsen	Academic Dean	815-316-4800	caroline.gulbrandsen@rasmussen.edu
IL - Romeoville/Joliet	Christopher Roe	Academic Dean	815-306-2632	christopher.roe@rasmussen.edu
KS - Overland Park/Kansas City	Etta Steed	Academic Dean	913-491-7880	etta.steed@rasmussen.edu
KS - Topeka	Etta Steed	Academic Dean	913-491-7880	etta.steed@rasmussen.edu
MN - Blaine	Tracy Tepley	Academic Dean	952-230-3023	tracy.tepley@rasmussen.edu
MN - Bloomington	Tracy Tepley	Academic Dean	952-230-3023	tracy.tepley@rasmussen.edu
MN - Brooklyn Park/Maple Grove	Tracy Tepley	Academic Dean	952-230-3023	tracy.tepley@rasmussen.edu
MN - Eagan	Andrew LaMere	Academic Dean	651-259-8127	andrew.lamere@rasmussen.edu
MN - Lake Elmo/Woodbury	Andrew LaMere	Academic Dean	651-259-8127	andrew.lamere@rasmussen.edu
MN - Mankato	Donna Wenkel	Academic Dean	507-625-6556	donna.wenkel@rasmussen.edu
MN - Moorhead	Etta Steed	Academic Dean	913-491-7880	etta.steed@rasmussen.edu
MN - St. Cloud	Tracy Tepley	Academic Dean	952-230-3023	tracy.tepley@rasmussen.edu
ND - Fargo	Etta Steed	Academic Dean	913-491-7880	etta.steed@rasmussen.edu
WI - Green Bay	Jenn Endries	Academic Dean	920-593-8420	jenn.endries@rasmussen.edu
WI - Wausau	Jenn Endries	Academic Dean	920-593-8420	jenn.endries@rasmussen.edu
National Online	Donna Wenkel	Academic Dean	507-625-6556	donna.wenkel@rasmussen.edu
Bachelor Completer Programs	Etta Steed	Academic Dean	913-491-7880	etta.steed@rasmussen.edu
Graduate Programs	Caroline Gulbrandsen	Academic Dean	815-316-4800	caroline.gulbrandsen@rasmussen.edu