



# CATALOG AND STUDENT HANDBOOK

---

2024-2025



**RASMUSSEN**  
UNIVERSITY

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# 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.

# 2024-2025

# ACADEMIC CALENDAR

## Summer Quarter 2024

July 1 - September 14

- Summer Term 1 July 1 - August 6
- Summer Term 2 August 7 - September 14

## Fall Quarter 2024

September 30 - December 14

- Fall Term 1 September 30 - November 5
- Fall Term 2 November 6 - December 14

## Winter Quarter 2025

January 6 - March 22

- Winter Term 1 January 6 - February 11
- Winter Term 2 February 12 - March 22

## Spring Quarter 2025

April 7 - June 21

- Spring Term 1 April 7 - May 13
- Spring Term 2 May 14 - June 21

## Summer Quarter 2025

July 7 - September 20

- Summer Term 1 July 7 - August 12
- Summer Term 2 August 13 - September 20

## Fall Quarter 2025

October 6 - December 20

- Fall Term 1 October 6 - November 10
- Fall Term 2 November 12 - December 20

## UNIVERSITY HOLIDAYS

(Residential courses do not meet)

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

See following table for course add/drop/withdraw deadlines

## 2024-2025 – Course Change Deadlines

| Course Term & Length       | First Day of Classes         | Laszy Day of Classes<br>(Courses close at 11:59 PM CST) | Last Date to<br>Add a Course | Last Date to<br>Drop a Course | Last Date to<br>Withdraw<br>from a Course |
|----------------------------|------------------------------|---------------------------------------------------------|------------------------------|-------------------------------|-------------------------------------------|
| <b>SUMMER QUARTER 2024</b> |                              |                                                         |                              |                               |                                           |
| 11-Week                    | Monday, July 1, 2024         | Saturday, September 14, 2024                            | 7/9/2024                     | 7/9/2024                      | 8/30/2024                                 |
| 5.5-Week, Term 1           | Monday, July 1, 2024         | Tuesday, August 6, 2024                                 | 7/2/2024                     | 7/9/2024                      | 7/30/2024                                 |
| 5.5-Week, Term 2           | Wednesday, August 7, 2024    | Saturday, September 14, 2024                            | 8/8/2024                     | 8/14/2024                     | 9/6/2024                                  |
| <b>FALL QUARTER 2024</b>   |                              |                                                         |                              |                               |                                           |
| 11-Week                    | Monday, September 30, 2024   | Saturday, December 14, 2024                             | 10/7/2024                    | 10/7/2024                     | 11/29/2024                                |
| 5.5-Week, Term 1           | Monday, September 30, 2024   | Tuesday, November 5, 2024                               | 10/1/2024                    | 10/7/2024                     | 10/29/2024                                |
| 5.5-Week, Term 2           | Wednesday, November 6, 2024  | Saturday, December 14, 2024                             | 11/7/2024                    | 11/14/2024                    | 12/6/2024                                 |
| <b>WINTER QUARTER 2025</b> |                              |                                                         |                              |                               |                                           |
| 11-Week                    | Monday, January 6, 2025      | Saturday, March 22, 2025                                | 1/13/2025                    | 1/13/2025                     | 3/7/2025                                  |
| 5.5-Week, Term 1           | Monday, January 6, 2025      | Tuesday, February 11, 2025                              | 1/7/2025                     | 1/13/2025                     | 2/4/2025                                  |
| 5.5-Week, Term 2           | Wednesday, February 12, 2025 | Saturday, March 22, 2025                                | 2/13/2025                    | 2/19/2025                     | 3/14/2025                                 |
| <b>SPRING QUARTER 2025</b> |                              |                                                         |                              |                               |                                           |
| 11-Week                    | Monday, April 7, 2025        | Saturday, June 21, 2025                                 | 4/14/2025                    | 4/14/2025                     | 6/6/2025                                  |
| 5.5-Week, Term 1           | Monday, April 7, 2025        | Tuesday, May 13, 2025                                   | 4/8/2025                     | 4/14/2025                     | 5/6/2025                                  |
| 5.5-Week, Term 2           | Wednesday, May 14, 2025      | Saturday, June 21, 2025                                 | 5/15/2025                    | 5/21/2025                     | 6/13/2025                                 |
| <b>SUMMER QUARTER 2025</b> |                              |                                                         |                              |                               |                                           |
| 11-Week                    | Monday, July 7, 2025         | Saturday, September 20, 2025                            | 7/14/2025                    | 7/14/2025                     | 9/5/2025                                  |
| 5.5-Week, Term 1           | Monday, July 7, 2025         | Tuesday, August 12, 2025                                | 7/8/2025                     | 7/14/2025                     | 8/5/2025                                  |
| 5.5-Week, Term 2           | Wednesday, August 13, 2025   | Saturday, September 20, 2025                            | 8/14/2025                    | 8/20/2025                     | 9/12/2025                                 |
| <b>FALL QUARTER 2025</b>   |                              |                                                         |                              |                               |                                           |
| 11-Week                    | Monday, October 6, 2025      | Saturday, December 20, 2025                             | 10/13/2025                   | 10/13/2025                    | 12/5/2025                                 |
| 5.5-Week, Term 1           | Monday, October 6, 2025      | Monday, November 10, 2025                               | 10/7/2025                    | 10/13/2025                    | 11/4/2025                                 |
| 5.5-Week, Term 2           | Wednesday, November 12, 2025 | Saturday, December 20, 2025                             | 11/13/2025                   | 11/19/2025                    | 12/12/2025                                |



RASMUSSEN  
UNIVERSITY  
SCHOOL OF NURSING

**RU Ready**  
to rewrite  
your story?

Crissy B., School of Nursing



Welcome and thank you for choosing to pursue your education with us at Rasmussen University. We see the potential within you and are committed to being your trusted companion in this journey—from submitting your first assignment to becoming the confident professional you're meant to be.

This year, Rasmussen celebrates a 125-year legacy of opportunity. Since 1900, we have always believed that a person-centered, career-focused education is one of the most powerful ways to transform lives, lift families, and strengthen communities.

Your education is designed to prepare you to excel in your chosen field and make a difference in the world. You will participate in real-life experiences that nurture your talents and enable a seamless transition from student to a valued contributor in your community and society.

You're not alone in this journey. As a Rasmussen student, you are surrounded by a community of support, such as library resources, trained mentors, peer tutors, personal student advisors, career services and industry-experienced faculty. Our supportive faculty and staff want you to succeed and are committed to living out our mission of preparing workforce-ready graduates that meet the diverse needs of our communities.

Again, welcome to Rasmussen University! Your time has arrived. We can't wait to see you reach your full potential and be RU Ready for the opportunities ahead.

Sincerely,

**Dr. Carrie Daninhirsch**  
Provost  
Rasmussen University



## 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 educators, 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 educators
- Writing lab
- 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

Knowledge Credit Self-Directed Assessment Available

Fully online program

CAREER OPPORTUNITIES

- Accounting Clerk
- Bookkeeper

Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer. Rasmussen does not pre-screen for enrollment in this program. Any prospective student must consider their history, lifestyle and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field.

**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 |

GENERAL EDUCATION COURSES

|                                 |                                               |   |
|---------------------------------|-----------------------------------------------|---|
| Lower Division                  |                                               |   |
| Communication (Required course) |                                               | 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 |

|                           |    |
|---------------------------|----|
| General Education Credits | 4  |
| Core Credits              | 32 |
| Total Certificate Credits | 36 |

<sup>+</sup>Self-directed assessment available; see page 170 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 passing Developmental Education courses.

# Accounting | ASSOCIATE'S DEGREE

Knowledge Credit Self-Directed Assessment Available

Associate of Applied Science Degree  
Fully online program

CAREER OPPORTUNITIES

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

Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer. Rasmussen does not pre-screen for enrollment in this program. Any prospective student must consider their history, lifestyle and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field.

**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.

DEVELOPMENTAL EDUCATION COURSES

|      |                                |   |
|------|--------------------------------|---|
| B080 | Reading and Writing Strategies | 4 |
| B087 | Practical Math                 | 4 |

GENERAL EDUCATION COURSES

|                                                                                    |   |
|------------------------------------------------------------------------------------|---|
| Lower Division                                                                     |   |
| English Composition (Required course)                                              | 4 |
| ENC1101 English Composition <sup>+</sup>                                           |   |
| Communication (*Required course, select 1 additional course) <sup>+</sup>          | 8 |
| *COM1388 Communicating in Your Profession <sup>+</sup>                             |   |
| 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 91 for General Education Course Selections.

CORE COURSES

|                                            |    |
|--------------------------------------------|----|
| Lower Division                             |    |
| ACG1022 Financial Accounting I             | 4  |
| ACG1033 Financial Accounting II            | 4  |
| ACG2062C Computer Focused Principles       | 3  |
| ACG2680 Financial Investigation            | 4  |
| ACG2930 Accounting Capstone                | 2  |
| APA1500 Payroll Accounting                 | 4  |
| BUL2241 Business Law                       | 4  |
| CTS2511 Excel                              | 3  |
| E242 Career Development <sup>+</sup>       | 2  |
| FIN1202 Financial Markets and Institutions | 4  |
| GEB1011 Introduction to Business           | 4  |
| MAN2021 Principles of Management           | 4  |
| MAN2062 Business Ethics                    | 4  |
| MAR2011 Principles of Marketing            | 4  |
| TAX2002 Income Tax                         | 4  |
| General Education Credits                  | 36 |
| Core Credits                               | 54 |
| Total Associate's Degree Credits           | 90 |

<sup>+</sup>Self-directed assessment available; see page 170 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 passing Developmental Education courses.

# Accounting | BACHELOR'S DEGREE

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

Bachelor of Science Degree  
Fully online program

## CAREER OPPORTUNITIES

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

Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer. Rasmussen does not pre-screen for enrollment in this program. Any prospective student must consider their history, lifestyle and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field.

**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, applicants must provide transcripts from an accredited institution of higher learning as recognized by the U.S. Department of Education or the Council for Higher Education Accreditation (CHEA) that demonstrates one of the following:

- A conferred Associate's Degree in Accounting
- A conferred associate's or bachelor's degree in an unrelated field
- Completion of at least 60 quarter credits or 40 semester credits of college-level coursework 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 lower-level quarter credits will be required to take additional lower-level coursework. The additional coursework will be determined by Rasmussen University based upon a predetermined elective pool appropriate for the program of enrollment.

## 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 |
| *ECO3250 Managerial Economics                                   |   |

See page 91 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 |
| ACG4885 | Bachelor's Accounting Capstone              | 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 |

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 170 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. 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.

The coursework in this program is aligned with the standards of the Institute of Management Accountants (IMA) and meets the academic requirements to sit for the Certified Management Accounting (CMA) exam. Additional requirements, such as work experience in a management accounting role, may be required to sit for the CMA exam. Please consult the IMA for any further details as requirements may change at any time.

A student enrolled in an associate degree program through Rasmussen University Online may dual enroll in this Bachelor's degree program when enrolled in the final 12 credits needed to complete their enrolled associate's degree program, and all program acceptance requirements are met. The student may be scheduled to complete Associate program course requirements before taking Bachelor-level courses. The student will graduate from their enrolled associate degree program only when all course requirements specific to that program have been completed. Students who choose this option to dual enroll cannot complete the final 12 credits in the associate degree as self-directed assessments (SDA). Students enrolled in a Rasmussen University Certificate or Diploma program are not eligible to dual enroll in this Bachelor's degree program. Students enrolled in a residential program through a campus are not eligible to dual enroll in this program.

## 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 Degree 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

Knowledge Credit Self-Directed Assessment Available

Fully online program

## CAREER OPPORTUNITIES

- Entry-Level Business Assistant

Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer. Rasmussen does not pre-screen for enrollment in this program. Any prospective student must consider their history, lifestyle and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field.

## 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 |

## GENERAL EDUCATION COURSES

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

## CORE COURSES

|                                  |                                                                  |    |
|----------------------------------|------------------------------------------------------------------|----|
| Lower Division                   |                                                                  |    |
| ACG2209                          | Principles of Financial Accounting for Managers                  | 4  |
| BUL2241                          | Business Law                                                     | 4  |
| CGSI240                          | 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  |
| <b>General Education Credits</b> |                                                                  | 12 |
| <b>Core Credits</b>              |                                                                  | 25 |
| <b>Total Certificate Credits</b> |                                                                  | 37 |

<sup>+</sup>Self-directed assessment available; see page 170 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 passing Developmental Education courses.

## Business Management | ASSOCIATE'S DEGREE

Knowledge Credit Self-Directed Assessment Available

Associate of Applied Science Degree  
Fully online program

### CAREER OPPORTUNITIES

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

Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer. Rasmussen does not pre-screen for enrollment in this program. Any prospective student must consider their history, lifestyle and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field.

### 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.

### 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 course, select 1 additional course) <sup>+</sup> | 8 |
| *COM1388 Communicating in Your Profession <sup>+</sup>                           |   |

|                                                                                |    |
|--------------------------------------------------------------------------------|----|
| <b>Humanities</b> (*Required course, select 2 additional courses) <sup>+</sup> | 12 |
| *PHI1520 Ethics Around the Globe <sup>+</sup>                                  |    |

|                                                                                           |   |
|-------------------------------------------------------------------------------------------|---|
| <b>Math / Natural Sciences</b> (Select 2 courses, one must be a Math course) <sup>+</sup> | 8 |
|-------------------------------------------------------------------------------------------|---|

|                                                                                    |   |
|------------------------------------------------------------------------------------|---|
| <b>Social Sciences</b> (*Required course, select 1 additional course) <sup>+</sup> | 8 |
| *ECO1000 Principles of Economics <sup>+</sup>                                      |   |

See page 91 for General Education Course Selections.

### CORE COURSES

#### Lower Division

|                                                                          |   |
|--------------------------------------------------------------------------|---|
| ACG2062C Computer Focused Principles                                     | 3 |
| 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 |
| FIN1000 Principles of Finance                                            | 4 |
| GEB1011 Introduction to Business                                         | 4 |
| GEB2888 Introduction to Business Analysis and Intelligence               | 4 |
| GEB2930 Business Capstone                                                | 2 |
| MAN1300 Introduction to Human Resource Management                        | 4 |
| MAN2021 Principles of Management                                         | 4 |
| MAN2793 Introduction to Functional and Project Management                | 4 |
| MAR2011 Principles of Marketing                                          | 4 |
| MNA1161 Customer Service <sup>+</sup>                                    | 4 |

|                                  |    |
|----------------------------------|----|
| <b>General Education Credits</b> | 40 |
|----------------------------------|----|

|                     |    |
|---------------------|----|
| <b>Core Credits</b> | 50 |
|---------------------|----|

|                                         |    |
|-----------------------------------------|----|
| <b>Total Associate's Degree Credits</b> | 90 |
|-----------------------------------------|----|

<sup>+</sup>Self-directed assessment available; see page 170 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 passing Developmental Education courses.

# Business Management | BACHELOR'S DEGREE

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

Bachelor of Science Degree  
Fully online program  
All courses in this program are competency-based education (CBE) courses

### CAREER OPPORTUNITIES

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

Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer. Rasmussen does not pre-screen for enrollment in this program. Any prospective student must consider their history, lifestyle and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field.

### 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, applicants must provide transcripts from an accredited institution of higher learning as recognized by the U.S. Department of Education or the Council for Higher Education Accreditation (CHEA) that demonstrates one of the following:

- a. A conferred associate's or bachelor's degree
- b. Completion of at least 60 quarter credits or 40 semester credits of college-level coursework with a grade of C or higher in each course

Students who transfer a conferred associate's or bachelor's degree will receive a block transfer of 90 lower-level quarter credits. 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 lower-level quarter credits will be required to take additional lower-level coursework. The additional coursework will be determined by Rasmussen University based upon a predetermined elective pool appropriate for the program of enrollment.

### GENERAL EDUCATION COURSES

|                                               |   |
|-----------------------------------------------|---|
| Upper Division                                |   |
| Communication (Select 1 course)*              | 4 |
| Humanities (Select 2 courses)*                | 8 |
| Math / Natural Sciences (Required)            | 4 |
| STA3215 Inferential Statistics and Analytics* |   |
| Social Sciences (Select 2 courses)*           | 8 |

See page 91 for General Education Course Selections.

### 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  |
| Total Bachelor's Degree Credits                                | 180 |

\*Self-directed assessment available; see page 170 for details.

This is an Empowered Learning Competency-Based Education (CBE) program. All courses are offered only as CBE courses, and only self-directed assessments and CBE courses may be selected to fulfill General Education electives within this program.

A student enrolled in an associate degree program through Rasmussen University Online may dual enroll in this Bachelor's degree program when enrolled in the final 12 credits needed to complete their enrolled associate's degree program, and all program acceptance requirements are met. The student may be scheduled to complete Associate program course requirements before taking Bachelor-level courses. The student will graduate from their enrolled associate degree program only when all course requirements specific to that program have been completed. Students who choose this option to dual enroll cannot complete the final 12 credits in the associate degree as self-directed assessments (SDA). Students enrolled in a Rasmussen University Certificate or Diploma program are not eligible to dual enroll in this Bachelor's degree program. Students enrolled in a residential program through a campus are not eligible to dual enroll in this program.

### 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 Degree 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*; *LDR4360 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)  
Fully online program  
All courses in this program are competency-based education (CBE) courses

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

Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer. Rasmussen does not pre-screen for enrollment in this program. Any prospective student must consider their history, lifestyle and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field.

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 an accredited institution of higher learning as recognized by the U. S. Department of Education or the Council for Higher Education Accreditation (CHEA) documenting:

- a. A conferred Bachelor's degree with a cumulative GPA of 2.50 (no rounding) or higher or
- b. An official transcript documenting a conferred graduate-level certificate, Master's degree, or doctoral degree.

Applicants with a Bachelor's degree GPA of 2.0 (no rounding) to 2.49 may request an exception to the minimum 2.50 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  |
| GEB6860                      | 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 |

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  
Fully online program

### CAREER OPPORTUNITIES

- Financial Analyst
- Financial Manager
- Budget Analyst

Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer. Rasmussen does not pre-screen for enrollment in this program. Any prospective student must consider their history, lifestyle and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field.

### 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, applicants must provide transcripts from an accredited institution of higher learning as recognized by the U.S. Department of Education or the Council for Higher Education Accreditation (CHEA) that demonstrates one of the following:

- A conferred associate's or bachelor's degree
- Completion of at least 60 quarter credits or 40 semester credits of college-level coursework with a grade of C or higher in each course

Students with a conferred associate's or bachelor's degree, 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: ACG2209 Principles of Financial Accounting for Managers, CTS2511 Excel, and either FIN1000 Principles of Finance or FIN1202 Financial Markets and Institutions.
- 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 lower-level quarter credits will be required to take additional lower-level coursework. The additional coursework will be determined by Rasmussen University based upon a predetermined elective pool appropriate for the program of enrollment.

### 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 91 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

FIN4970 Capstone for Finance 4

GE3020 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

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 170 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.

A student enrolled in an associate degree program through Rasmussen University Online may dual enroll in this Bachelor's degree program when enrolled in the final 12 credits needed to complete their enrolled associate's degree program, and all program acceptance requirements are met. The student may be scheduled to complete Associate program course requirements before taking Bachelor-level courses. The student will graduate from their enrolled associate degree program only when all course requirements specific to that program have been completed. Students who choose this option to dual enroll cannot complete the final 12 credits in the associate degree as self-directed assessments (SDA). Students enrolled in a Rasmussen University Certificate or Diploma program are not eligible to dual enroll in this Bachelor's degree program. Students enrolled in a residential program through a campus are not eligible to dual enroll in this program.

### 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 Degree 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  
Fully online program

CAREER OPPORTUNITIES

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

Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer. Rasmussen does not pre-screen for enrollment in this program. Any prospective student must consider their history, lifestyle and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field.

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, 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, applicants must provide transcripts from an accredited institution of higher learning as recognized by the U.S. Department of Education or the Council for Higher Education Accreditation (CHEA) that demonstrates one of the following:

- a. A conferred associate's or bachelor's degree
- b. Completion of at least 60 quarter credits or 40 semester credits of college-level coursework with a grade of C or higher in each course

Students who transfer a conferred associate's or bachelor's degree will receive a block transfer of 90 lower-level quarter credits. 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 lower-level quarter credits will be required to take additional lower-level coursework. The additional coursework will be determined by Rasmussen University based upon a predetermined elective pool appropriate for the program of enrollment.

GENERAL EDUCATION COURSES

|                                                                         |   |
|-------------------------------------------------------------------------|---|
| Upper Division                                                          |   |
| <i>Communication</i> (Select 1 course)*                                 | 4 |
| <i>Humanities</i> (Select 2 courses)*                                   | 8 |
| <i>Math / Natural Sciences</i> (*Required, select 1 additional course)* | 8 |
| <i>*STA3215 Inferential Statistics and Analytics*</i>                   |   |
| <i>Social Sciences</i> (Select 2 courses)*                              | 8 |
| See page 91 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   |
| HSA4922 Healthcare Management Capstone                   | 3   |
| MAN4701 Leading Change                                   | 4   |
| RMI4020 Risk Management                                  | 4   |
| 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 170 for details.  
This competency-based education program contains both traditional and competency-based education (CBE) courses. CBE courses are indicated in italics.

SPECIALIZATION OPTION

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*.

|                                                                                   |   |
|-----------------------------------------------------------------------------------|---|
| <b>Public Health Specialization</b>                                               |   |
| 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 |

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.  
A student enrolled in an associate degree program through Rasmussen University Online may dual enroll in this Bachelor's degree program when enrolled in the final 12 credits needed to complete their enrolled associate's degree program, and all program acceptance requirements are met. The student may be scheduled to complete Associate program course requirements before taking Bachelor-level courses. The student will graduate from their enrolled associate degree program only when all course requirements specific to that program have been completed. Students who choose this option to dual enroll cannot complete the final 12 credits in the associate degree as self-directed assessments (SDA). Students enrolled in a Rasmussen University Certificate or Diploma program are not eligible to dual enroll in this Bachelor's degree program. Students enrolled in a residential program through a campus are not eligible to dual enroll in this program.

## 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 Degree 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                      |
| MAN4701 Leading Change                            | LDR5000 Professional Growth and Leadership                       |
| Master of Public Health                           |                                                                  |
| 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                      |

| 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                                      |
| HSC4500 Epidemiology                                            | PHC5035 Epidemiology and Biostatistics                           |
| 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.

# Human Resources and Organizational Leadership | ASSOCIATE'S DEGREE

Knowledge Credit Self-Directed Assessment Available

Associate of Applied Science Degree  
Fully online program

### CAREER OPPORTUNITIES

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

Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer. Rasmussen does not pre-screen for enrollment in this program. Any prospective student must consider their history, lifestyle and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field.

### 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.

### DEVELOPMENTAL EDUCATION COURSES

|      |                                |   |
|------|--------------------------------|---|
| B080 | Reading and Writing Strategies | 4 |
| B087 | Practical Math                 | 4 |

### GENERAL EDUCATION COURSES

|                                                                                           |                                               |    |
|-------------------------------------------------------------------------------------------|-----------------------------------------------|----|
| Lower Division                                                                            |                                               |    |
| <b>English Composition</b> (Required course)                                              |                                               |    |
| ENC1101                                                                                   | English Composition <sup>+</sup>              | 4  |
| <b>Communication</b> (*Required course, select 1 additional course) <sup>+</sup>          |                                               |    |
| *COM1388                                                                                  | Communicating in Your Profession <sup>+</sup> | 8  |
| <b>Humanities</b> (*Required course, select 2 additional courses) <sup>+</sup>            |                                               |    |
| *PHI1520                                                                                  | Ethics Around the Globe <sup>+</sup>          | 12 |
| <b>Math / Natural Sciences</b> (Select 2 courses, one must be a Math course) <sup>+</sup> |                                               |    |
| <b>Social Sciences</b> (*Required course, select 1 additional course) <sup>+</sup>        |                                               |    |
| *ECO1000                                                                                  | Principles of Economics <sup>+</sup>          | 8  |

See page 91 for General Education Course Selections.

### 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         |
| FIN1000                                 | Principles of Finance                                            | 4         |
| GEB1011                                 | Introduction to Business                                         | 4         |
| GEB2930                                 | Business Capstone                                                | 2         |
| LBS2030                                 | Training and Development                                         | 4         |
| LDR2439                                 | Introduction to Organizational Leadership                        | 4         |
| MAN1300                                 | Introduction to Human Resource Management                        | 4         |
| MAN2021                                 | Principles of Management                                         | 4         |
| MAN2793                                 | Introduction to Functional and Project Management                | 4         |
| MAR2011                                 | Principles of Marketing                                          | 4         |
| PLA2476                                 | Employment Law                                                   | 4         |
| <b>General Education Credits</b>        |                                                                  | <b>40</b> |
| <b>Core Credits</b>                     |                                                                  | <b>51</b> |
| <b>Total Associate's Degree Credits</b> |                                                                  | <b>91</b> |

\*Self-directed assessment available; see page 170 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.

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 passing Developmental Education courses.

# Human Resources and Organizational Leadership | BACHELOR'S DEGREE

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

Bachelor of Science Degree  
Fully online program

## 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

Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer. Rasmussen does not pre-screen for enrollment in this program. Any prospective student must consider their history, lifestyle and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field.

## 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, applicants must provide transcripts from an accredited institution of higher learning as recognized by the U.S. Department of Education or the Council for Higher Education Accreditation (CHEA) that demonstrates one of the following:

- A conferred associate's or bachelor's degree
- Completion of at least 60 quarter credits or 40 semester credits of college-level coursework with a grade of C or higher in each course

Students who transfer a conferred associate's or bachelor's degree will receive a block transfer of 91 lower-level quarter credits. 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 91 transferable lower-level quarter credits will be required to take additional lower-level coursework. The additional coursework will be determined by Rasmussen University based upon a predetermined elective pool appropriate for the program of enrollment.

## 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 91 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 |
| MAN4991 | Human Resource Project Capstone                              | 2 |

|                                          |            |
|------------------------------------------|------------|
| Transferred Lower-Division Credits       | 91         |
| Upper-Division General Education Credits | 24         |
| Upper-Division Core Credits              | 66         |
| <b>Total Bachelor's Degree Credits</b>   | <b>181</b> |

\*Self-directed assessment available; see page 170 for details.

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

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.

A student enrolled in an associate degree program through Rasmussen University Online may dual enroll in this Bachelor's degree program when enrolled in the final 12 credits needed to complete their enrolled associate's degree program, and all program acceptance requirements are met. The student may be scheduled to complete Associate program course requirements before taking Bachelor-level courses. The student will graduate from their enrolled associate degree program only when all course requirements specific to that program have been completed. Students who choose this option to dual enroll cannot complete the final 12 credits in the associate degree as self-directed assessments (SDA). Students enrolled in a Rasmussen University Certificate or Diploma program are not eligible to dual enroll in this Bachelor's degree program. Students enrolled in a residential program through a campus are not eligible to dual enroll in this program.

## 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 Degree Program Policy* for more information.

| Bachelor's-Level Course                                     | Master's-Level Course Substitution*                      |
|-------------------------------------------------------------|----------------------------------------------------------|
| <b>Master of Human Resources Management</b>                 |                                                          |
| 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 & Selection              | LDR5400 Strategic Recruitment and Retention              |
| <b>Master of Business Administration</b>                    |                                                          |
| MAN4143 Contemporary Leadership Challenges                  | LDR5000 Professional Growth and Leadership               |
| 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)  
Fully online program  
All courses in this program are competency-based education (CBE) courses

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

Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer. Rasmussen does not pre-screen for enrollment in this program. Any prospective student must consider their history, lifestyle and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field.

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 an accredited institution of higher learning as recognized by the U. S. Department of Education or the Council for Higher Education Accreditation (CHEA) documenting:
- a. A conferred Bachelor's degree with a cumulative GPA of 2.50 (no rounding) or higher or
  - b. An official transcript documenting a conferred graduate-level certificate, Master's degree, or doctoral degree.
- Applicants with a Bachelor's degree GPA of 2.0 (no rounding) to 2.49 may request an exception to the minimum 2.50 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

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).

Additional requirements, such as work experience in an HR role, may be required to sit for the PHR or SPHR exams.

## Marketing | ASSOCIATE'S DEGREE

Knowledge Credit Self-Directed Assessment Available

Associate of Applied Science Degree  
Fully online program

### CAREER OPPORTUNITIES

- Marketing Coordinator
- Marketing Specialist
- E-Commerce Specialist

Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer. Rasmussen does not pre-screen for enrollment in this program. Any prospective student must consider their history, lifestyle and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field.

### 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.

### 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 course, select 1 additional course) <sup>+</sup>          | 8  |
| *COM1388 Communicating in Your Profession <sup>+</sup>                                    |    |
| <b>Humanities</b> (*Required course, select 2 additional courses) <sup>+</sup>            | 12 |
| *PHI1520 Ethics Around the Globe <sup>+</sup>                                             |    |
| <b>Math / Natural Sciences</b> (Select 2 courses, one must be a Math course) <sup>+</sup> | 8  |
| <b>Social Sciences</b> (*Required course, select 1 additional course) <sup>+</sup>        | 8  |
| *ECO1000 Principles of Economics <sup>+</sup>                                             |    |

See page 91 for General Education Course Selections.

### 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 |
| FIN1000 | Principles of Finance                                            | 4 |
| GEB1011 | Introduction to Business                                         | 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 |
| MAN2021 | Principles of Management                                         | 4 |
| MAR2011 | Principles of Marketing                                          | 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

<sup>+</sup>Self-directed assessment available; see page 170 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 passing Developmental Education courses.

# Marketing | BACHELOR'S DEGREE

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

Bachelor of Science Degree  
Fully online program

CAREER OPPORTUNITIES

Digital Marketing Specialization:

- Marketing Manager
  - Marketing Research Analyst
  - Marketing Specialist
- Marketing Coordinator/Assistant
  - Digital Content Manager
  - Media Coordinator

Sales Management Specialization:

- Sales Manager
  - Marketing Research Analyst
  - Marketing Manager
  - Marketing Specialist
- Event/Catering Coordinator
  - Event/Catering Manager
  - Product Manager
  - Territory Manager

Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer. Rasmussen does not pre-screen for enrollment in this program. Any prospective student must consider their history, lifestyle and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field.

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, applicants must provide transcripts from an accredited institution of higher learning as recognized by the U.S. Department of Education or the Council for Higher Education Accreditation (CHEA) that demonstrates one of the following:

- a. A conferred associate's or bachelor's degree
- b. Completion of at least 60 quarter credits or 40 semester credits of college-level coursework with a grade of C or higher in each course

Students who transfer a conferred associate's or bachelor's degree will receive a block transfer of 90 lower-level quarter credits. 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 lower-level quarter credits will be required to take additional lower-level coursework. The additional coursework will be determined by Rasmussen University based upon a predetermined elective pool appropriate for the program of enrollment.

GENERAL EDUCATION COURSES

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

See page 91 for General Education Course Selections.

CORE COURSES

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

CHOOSE ONE SPECIALIZATION

|                                                                       |   |
|-----------------------------------------------------------------------|---|
| Digital Marketing Specialization                                      |   |
| CIS4836C <i>Web Analytics</i>                                         | 4 |
| GEB4230 <i>Website Development for Business</i>                       | 4 |
| MAR4285 <i>Advanced Digital Marketing Strategies</i>                  | 4 |
| MAR4316 <i>Visual Marketing and Social Media</i>                      | 4 |
| Sales Management Specialization                                       |   |
| MAN4164 <i>Sales Force Management</i>                                 | 4 |
| MAN4636 <i>Business Development and Customer Relations Management</i> | 4 |
| MAR4409 <i>Professional Selling</i>                                   | 4 |
| MAR4532 <i>Sales Promotion, Analytics, and Forecasting</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 170 for details.  
This competency-based education program contains both traditional and competency-based education (CBE) courses. CBE courses are indicated in italics.

A student enrolled in an associate degree program through Rasmussen University Online may dual enroll in this Bachelor's degree program when enrolled in the final 12 credits needed to complete their enrolled associate's degree program, and all program acceptance requirements are met. The student may be scheduled to complete Associate program course requirements before taking Bachelor-level courses. The student will graduate from their enrolled associate degree program only when all course requirements specific to that program have been completed. Students who choose this option to dual enroll cannot complete the final 12 credits in the associate degree as self-directed assessments (SDA). Students enrolled in a Rasmussen University Certificate or Diploma program are not eligible to dual enroll in this Bachelor's degree program. Students enrolled in a residential program through a campus are not eligible to dual enroll in this program.

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 Degree Program Policy* for more information.

| Bachelor's-Level Course                  | Master's-Level Course Substitution*          |
|------------------------------------------|----------------------------------------------|
| 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.

# Supply Chain and Logistics Management | BACHELOR'S DEGREE

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

Bachelor of Science Degree  
Fully online program

## CAREER OPPORTUNITIES

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

Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer. Rasmussen does not pre-screen for enrollment in this program. Any prospective student must consider their history, lifestyle and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field.

## 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, applicants must provide transcripts from an accredited institution of higher learning as recognized by the U.S. Department of Education or the Council for Higher Education Accreditation (CHEA) that demonstrates one of the following:

- A conferred associate's or bachelor's degree
- Completion of at least 60 quarter credits or 40 semester credits of college-level coursework with a grade of C or higher in each course

Students who transfer a conferred associate's or bachelor's degree will receive a block transfer of 90 lower-level quarter credits. 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 lower-level quarter credits will be required to take additional lower-level coursework. The additional coursework will be determined by Rasmussen University based upon a predetermined elective pool appropriate for the program of enrollment.

## 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 91 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 |
| TRA4495 | Supply Chain and Logistics Management Capstone | 3 |

|                                          |            |
|------------------------------------------|------------|
| 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> |

\*Self-directed assessment available; see page 170 for details.

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

A student enrolled in an associate degree program through Rasmussen University Online may dual enroll in this Bachelor's degree program when enrolled in the final 12 credits needed to complete their enrolled associate's degree program, and all program acceptance requirements are met. The student may be scheduled to complete Associate program course requirements before taking Bachelor-level courses. The student will graduate from their enrolled associate degree program only when all course requirements specific to that program have been completed. Students who choose this option to dual enroll cannot complete the final 12 credits in the associate degree as self-directed assessments (SDA). Students enrolled in a Rasmussen University Certificate or Diploma program are not eligible to dual enroll in this Bachelor's degree program. Students enrolled in a residential program through a campus are not eligible to dual enroll in this program.

## 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 Degree 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.

# Information Technology Support | CERTIFICATE

Knowledge Credit Self-Directed Assessment Available

Fully online program

CAREER OPPORTUNITIES

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

Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer. Rasmussen does not pre-screen for enrollment in this program. Any prospective student must consider their history, lifestyle and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field.

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, collaboration, hardware, software, end-user support, and networking. Graduates will be able to troubleshoot and resolve issues with desktops, laptops, mobile devices, and other computing technologies. In addition, graduates will be prepared to provide quality customer and 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. Graduates understand the importance of lifelong learning, transferable skills, and staying relevant with emerging technology and trends. This program is aligned to industry relevant skills and certifications that are sought most by employers. All coursework completed in this certificate program would apply to the Rasmussen University Information Technology Associate Degree program.

DEVELOPMENTAL EDUCATION COURSES

|      |                                |   |
|------|--------------------------------|---|
| B080 | Reading and Writing Strategies | 4 |
| B087 | Practical Math                 | 4 |

CORE COURSES

Lower Division

|          |                                       |   |
|----------|---------------------------------------|---|
| CDA1330C | Operating Systems                     | 4 |
| CDA2725C | Systems Analysis and Design           | 3 |
| CIS1538C | Hardware and Software I <sup>+</sup>  | 4 |
| CIS1648C | Hardware and Software II <sup>+</sup> | 4 |
| CIS1710C | Administering Windows Server          | 4 |
| CNT1244C | Introduction to Networks <sup>+</sup> | 3 |
| CTS1884C | Computer Technical Support            | 3 |

|                           |    |
|---------------------------|----|
| Total Certificate Credits | 25 |
|---------------------------|----|

\*Self-directed assessment available; see page 170 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 passing Developmental Education courses.

The University will reimburse students to sit for up to three recommended certification exams. Reimbursements will be made only once per certification exam. Students are responsible for paying for any additional attempts.

# Information Technology | ASSOCIATE'S DEGREE

Knowledge Credit Self-Directed Assessment Available

Associate of Science Degree  
Fully online program

## CAREER OPPORTUNITIES

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

Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer. Rasmussen does not pre-screen for enrollment in this program. Any prospective student must consider their history, lifestyle and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field.

## 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, collaboration, hardware, software, and networking. Graduates will be able to troubleshoot and resolve issues with desktops, laptops, mobile devices, and other computing technologies. In addition, graduates will be prepared to provide quality customer and 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. 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 |

## GENERAL EDUCATION COURSES

Lower Division

**English Composition** (Required course) 4

ENC1101 English Composition<sup>+</sup>

**Communication** (\*Required, select 1 additional course)<sup>+</sup> 10

\*COM1388 Communicating in Your Profession<sup>+</sup>

\*COM1865 Locating and Evaluating Information

**Humanities** (Select 2 courses)<sup>+</sup> 8

**Math / Natural Sciences**

(Select 1 of the following, and 2 additional courses)<sup>+</sup> 12

MAT1222 Algebra<sup>+</sup>

STA1625 Essential Statistics and Analytics<sup>+</sup>

**Social Sciences** (Select 3 courses)<sup>+</sup> 12

See page 91 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 170 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 passing Developmental Education courses.

The University will reimburse students to sit for up to three recommended certification exams. Reimbursements will be made only once per certification exam. Students are responsible for paying for any additional attempts.

# Information Technology Project Management | CERTIFICATE

Fully online program

## CAREER OPPORTUNITIES

- Network Administrator
- Network Analyst
- Information Technology Manager

Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer. Rasmussen does not pre-screen for enrollment in this program. Any prospective student must consider their history, lifestyle and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field.

## 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, applicants must provide transcripts from an accredited institution of higher learning as recognized by the U.S. Department of Education or the Council for Higher Education Accreditation (CHEA) that demonstrates one of the following:

- a. A conferred associate's or bachelor's degree in a related field, as listed below
- b. A conferred associate's or bachelor's degree in an unrelated field
- c. Completion of at least 60 quarter credits 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

Students with an unrelated Associate's degree or higher, 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 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.

## 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**

**Lower-level prerequisite courses of this program are NOT eligible for participation in Title IV federal student aid programs.**

The University will reimburse students to sit for up to three recommended certification exams. Reimbursements will be made only once per certification exam. Students are responsible for paying for any additional attempts.

# Information Technology Management | BACHELOR'S DEGREE

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

Bachelor of Science Degree  
Fully online program

## CAREER OPPORTUNITIES

- Network Administrator
- Network Analyst
- Information Technology Manager

Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer. Rasmussen does not pre-screen for enrollment in this program. Any prospective student must consider their history, lifestyle and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field.

## 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, applicants must provide transcripts from an accredited institution of higher learning as recognized by the U. S. Department of Education or the Council for Higher Education Accreditation (CHEA) that demonstrates one of the following:

- A conferred associate's or bachelor's degree in a related field, as listed below
- A conferred associate's or bachelor's degree in an unrelated field
- Completion of at least 60 quarter credits or 40 semester credits of college-level coursework with a grade of C or higher in each course

Students who transfer a conferred associate's or bachelor's degree 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

Students with an unrelated associate's or bachelor's degree, 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 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.

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

## GENERAL EDUCATION COURSES

### Upper Division

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

See page 91 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 |

|                                                 |            |
|-------------------------------------------------|------------|
| <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>  |
| <b>Total Bachelor's Degree Credits</b>          | <b>180</b> |

<sup>+</sup>Self-directed assessment available; see page 170 for details.

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

The University will reimburse students to sit for up to three recommended certification exams. Reimbursements will be made only once per certification exam. Students are responsible for paying for any additional attempts.

A student enrolled in an associate degree program through Rasmussen University Online may dual enroll in this Bachelor's degree program when enrolled in the final 12 credits needed to complete their enrolled associate's degree program, and all program acceptance requirements are met. The student may be scheduled to complete Associate program course requirements before taking Bachelor-level courses. The student will graduate from their enrolled associate degree program only when all course requirements specific to that program have been completed. Students who choose this option to dual enroll cannot complete the final 12 credits in the associate degree as self-directed assessments (SDA). Students enrolled in a Rasmussen University Certificate or Diploma program are not eligible to dual enroll in this Bachelor's degree program. Students enrolled in a residential program through a campus are not eligible to dual enroll in this program.

# Network Support | CERTIFICATE

Knowledge Credit Self-Directed Assessment Available

Fully online program

CAREER OPPORTUNITIES

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

Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer. Rasmussen does not pre-screen for enrollment in this program. Any prospective student must consider their history, lifestyle and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field.

OBJECTIVE

Graduates of this program will be able to explain the basics of information technology, including systems analysis, network analysis, and routing. 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, mobile devices, and other computing technologies. Graduates will be prepared to provide quality customer and end-user technical support while employing resolution strategies and industry best practices. Graduates understand the importance of lifelong learning, transferable skills, and staying relevant with emerging technology and trends. This program is aligned to industry relevant skills and certifications that are sought most by employers. All coursework completed in this certificate program would apply to the Rasmussen University Network Systems Administration Associate Degree program.

DEVELOPMENTAL EDUCATION COURSES

|      |                                |   |
|------|--------------------------------|---|
| B080 | Reading and Writing Strategies | 4 |
| B087 | Practical Math                 | 4 |

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 |
|---------------------------|----|

\*Self-directed assessment available; see page 170 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 passing Developmental Education courses.

The University will reimburse students to sit for up to three recommended certification exams. Reimbursements will be made only once per certification exam. Students are responsible for paying for any additional attempts.

# Network Systems Administration | ASSOCIATE'S DEGREE

Knowledge Credit Self-Directed Assessment Available

Associate of Science Degree  
Fully online program

## CAREER OPPORTUNITIES

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

Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer. Rasmussen does not pre-screen for enrollment in this program. Any prospective student must consider their history, lifestyle and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field.

## OBJECTIVE

Graduates of this program will be able to explain the basics of information technology, including the networking ecosystem and cybersecurity. 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, mobile devices, and other computing technologies. Graduates will be able to develop a plan for mitigating risk and disaster preparedness related to computers and networks. In addition, graduates will be prepared to provide quality end-user technical support while employing resolution strategies and industry best practices. Graduates understand the importance of lifelong learning, transferable skills, and staying relevant with emerging technology and trends. 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 |

## GENERAL EDUCATION COURSES

Lower Division

**English Composition** (Required course) 4

ENC1101 English Composition<sup>+</sup>

**Communication** (\*Required, select 1 additional course)<sup>+</sup> 10

\*COM1388 Communicating in Your Profession<sup>+</sup>

\*COM1865 Locating and Evaluating Information

**Humanities** (Select 2 courses)<sup>+</sup> 8

**Math / Natural Sciences**

(Select 1 of the following, and 2 additional courses)<sup>+</sup> 12

MAT1222 Algebra<sup>+</sup>

STA1625 Essential Statistics and Analytics<sup>+</sup>

**Social Sciences** (Select 3 courses)<sup>+</sup> 12

See page 91 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 170 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 passing Developmental Education courses.

The University will reimburse students to sit for up to three recommended certification exams. Reimbursements will be made only once per certification exam. Students are responsible for paying for any additional attempts.

# Cyber Security | BACHELOR'S DEGREE

Knowledge Credit Self-Directed Assessment Available

Bachelor of Science Degree  
Fully online program

CAREER OPPORTUNITIES

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

Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer. Rasmussen does not pre-screen for enrollment in this program. Any prospective student must consider their history, lifestyle and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field.

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, applicants must provide transcripts from an accredited institution of higher learning as recognized by the U. S. Department of Education or the Council for Higher Education Accreditation (CHEA) that demonstrates one of the following:

- a. A conferred associate's or bachelor's degree in a related field, as listed below
- b. A conferred associate's or bachelor's degree in an unrelated field
- c. Completion of at least 60 quarter credits or 40 semester credits of college-level coursework with a grade of C or higher in each course

Students who transfer a conferred associate's or bachelor's degree 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

Students with an unrelated associate's or bachelor's degree, 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 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.

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

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 91 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 170 for details.

The University will reimburse students to sit for up to three recommended certification exams. Reimbursements will be made only once per certification exam. Students are responsible for paying for any additional attempts.

A student enrolled in an associate degree program through Rasmussen University Online may dual enroll in this Bachelor's degree program when enrolled in the final 12 credits needed to complete their enrolled associate's degree program, and all program acceptance requirements are met. The student may be scheduled to complete Associate program course requirements before taking Bachelor-level courses. The student will graduate from their enrolled associate degree program only when all course requirements specific to that program have been completed. Students who choose this option to dual enroll cannot complete the final 12 credits in the associate degree as self-directed assessments (SDA). Students enrolled in a Rasmussen University Certificate or Diploma program are not eligible to dual enroll in this Bachelor's degree program. Students enrolled in a residential program through a campus are not eligible to dual enroll in this program.

# Software Application Development | ASSOCIATE'S DEGREE

Knowledge Credit Self-Directed Assessment Available

Associate of Science Degree  
Fully online program

## 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

Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer. Rasmussen does not pre-screen for enrollment in this program. Any prospective student must consider their history, lifestyle and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field.

## 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 |

## 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 3 courses) <sup>+</sup>              | 12 |
| <b>Math / Natural Sciences</b> (Required courses) <sup>+</sup> | 13 |
| MAC1106 Advanced Algebra                                       |    |
| MAT1222 Algebra <sup>+</sup>                                   |    |
| STA1625 Essential Statistics and Analytics <sup>+</sup>        |    |
| <b>Social Sciences</b> (Select 2 courses) <sup>+</sup>         | 8  |

See page 91 for General Education Course Selections.

## CORE COURSES

### Lower Division

|          |                                                    |   |
|----------|----------------------------------------------------|---|
| CDA1202  | Foundations of Software Design                     | 3 |
| CEN1400  | Mobile Application Development                     | 3 |
| CGS1820C | Introduction to HTML <sup>+</sup>                  | 3 |
| CIS2990C | Software Application Development Capstone          | 3 |
| CNT1020C | Networking Fundamentals for Programmers            | 3 |
| COP1044C | Introduction to Object-Oriented Programming        | 3 |
| COP1350C | C++ Programming <sup>+</sup>                       | 4 |
| COP1532C | Database Fundamentals for Programmers <sup>+</sup> | 3 |
| COP1801  | JavaScript                                         | 3 |
| COP2268C | Java Programming <sup>+</sup>                      | 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

<sup>+</sup>Self-directed assessment available; see page 170 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 passing Developmental Education courses.

The University will reimburse students to sit for up to three recommended certification exams. Reimbursements will be made only once per certification exam. Students are responsible for paying for any additional attempts.

## 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 <sup>+</sup> | 4 |
| QMB1311C | Python Programming                          | 4 |
| QMB2200C | Fundamentals of Data Visualization          | 3 |
| QMB2311C | Advanced Python Programming                 | 4 |

# Computer Science | BACHELOR'S DEGREE

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

Bachelor of Science Degree  
Fully online program

CAREER OPPORTUNITIES

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

Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer. Rasmussen does not pre-screen for enrollment in this program. Any prospective student must consider their history, lifestyle and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field.

OBJECTIVE

Graduates of this program learn how to design, develop, and deploy information systems that leverage cloud computing, mobile technology, and web analytics. 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 apply communication skills, critical thinking, problem solving, project management principles and diversity awareness.

ACCEPTANCE REQUIREMENTS

This is a bachelor-completer program. To be considered for admission, applicants must provide transcripts from an accredited institution of higher learning as recognized by the U. S. Department of Education or the Council for Higher Education Accreditation (CHEA) that demonstrates one of the following:

- a. A conferred associate's or bachelor's degree in a related field, as listed below
- b. A conferred associate's or bachelor's degree in an unrelated field
- c. Completion of at least 60 quarter credits or 40 semester credits of college-level coursework with a grade of C or higher in each course

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

- Software Engineer
- Programmer Analyst
- Software Applications Developer
- Software Developer
- Java Developer
- Computer Programmer
- Computer Scientist
- Quality Assurance Tester
- Project Manager

Students with an unrelated associate's or bachelor's degree, 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 within the past three (3) years. Prerequisite courses a student may be required to complete include: CGS1820C Introduction to HTML, CNT1020C Networking Fundamentals for Programmers, COP2268C Java Programming and COP1532C Database Fundamentals for Programmers.
- 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 lower-level quarter credits will be required to take additional lower-level coursework. The additional coursework will be determined by Rasmussen University based upon a predetermined elective pool appropriate for the program of enrollment.

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 91 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  |
| Total Bachelor's Degree Credits                       | 180 |

\*Self-directed assessment available; see page 170 for details.  
This competency-based education program contains both traditional and competency-based education (CBE) courses. CBE courses are indicated in italics.

The University will reimburse students to sit for up to three recommended certification exams. Reimbursements will be made only once per certification exam. Students are responsible for paying for any additional attempts.  
A student enrolled in an associate degree program through Rasmussen University Online may dual enroll in this Bachelor's degree program when enrolled in the final 12 credits needed to complete their enrolled associate's degree program, and all program acceptance requirements are met. The student may be scheduled to complete Associate program course requirements before taking Bachelor-level courses. The student will graduate from their enrolled associate degree program only when all course requirements specific to that program have been completed. Students who choose this option to dual enroll cannot complete the final 12 credits in the associate degree as self-directed assessments (SDA). Students enrolled in a Rasmussen University Certificate or Diploma program are not eligible to dual enroll in this Bachelor's degree program. Students enrolled in a residential program through a campus are not eligible to dual enroll in this program.

# Data Analytics | BACHELOR'S DEGREE

Knowledge Credit Self-Directed Assessment Available

Bachelor of Science Degree  
Fully online program

## CAREER OPPORTUNITIES

- Business Intelligence Developer
- Data Analyst
- Data Quality Analyst
- Junior Data Analyst
- Systems Engineer
- Systems Software Developer
- Web Analytics Analyst

Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer. Rasmussen does not pre-screen for enrollment in this program. Any prospective student must consider their history, lifestyle and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field.

## 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, applicants must provide transcripts from an accredited institution of higher learning as recognized by the U. S. Department of Education or the Council for Higher Education Accreditation (CHEA) that demonstrates one of the following:

- A conferred associate's or bachelor's degree in a related field, as listed below
- A conferred associate's or bachelor's degree in an unrelated field
- Completion of at least 60 quarter credits or 40 semester credits of college-level coursework with a grade of C or higher in each course

Students who transfer a conferred associate's or bachelor's degree 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

Students with an unrelated associate's or bachelor's degree, 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 within the past three (3) years. Prerequisite courses a student may be required to complete include: COP1532C Database Fundamentals for Programmers, QMB1311C Python Programming, and STA1625 Essential Statistics and Analytics. The Essential Statistics and Analytics course requirement is not subject to a time limit.

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

## 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 <i>Inferential Statistics and Analytics</i> *                         |   |
| <b>Social Sciences</b> (Select 1 course)*                                      | 4 |

See page 91 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 170 for details.

The University will reimburse students to sit for up to three recommended certification exams. Reimbursements will be made only once per certification exam. Students are responsible for paying for any additional attempts.

A student enrolled in an associate degree program through Rasmussen University Online may dual enroll in this Bachelor's degree program when enrolled in the final 12 credits needed to complete their enrolled associate's degree program, and all program acceptance requirements are met. The student may be scheduled to complete Associate program course requirements before taking Bachelor-level courses. The student will graduate from their enrolled associate degree program only when all course requirements specific to that program have been completed. Students who choose this option to dual enroll cannot complete the final 12 credits in the associate degree as self-directed assessments (SDA). Students enrolled in a Rasmussen University Certificate or Diploma program are not eligible to dual enroll in this Bachelor's degree program. Students enrolled in a residential program through a campus are not eligible to dual enroll in this program.

# Graphic Design | ASSOCIATE'S DEGREE

Knowledge Credit Self-Directed Assessment Available

Associate of Applied Science Degree  
Fully online program

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

Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer. Rasmussen does not pre-screen for enrollment in this program. Any prospective student must consider their history, lifestyle and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field.

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.

DEVELOPMENTAL EDUCATION COURSES

|      |                                |   |
|------|--------------------------------|---|
| B080 | Reading and Writing Strategies | 4 |
| B087 | Practical Math                 | 4 |

GENERAL EDUCATION COURSES

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

See page 91 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  |
| General Education Credits        |                                           | 32 |
| Core Credits                     |                                           | 59 |
| Total Associate's Degree Credits |                                           | 91 |

\*Self-directed assessment available; see page 170 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 passing Developmental Education courses.

# Graphic Design | BACHELOR'S DEGREE

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

Bachelor of Science Degree  
Fully online program

## 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

Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer. Rasmussen does not pre-screen for enrollment in this program. Any prospective student must consider their history, lifestyle and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field.

## 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, applicants must provide transcripts from an accredited institution of higher learning as recognized by the U. S. Department of Education or the Council for Higher Education Accreditation (CHEA) that demonstrates one of the following:

- A conferred associate's or bachelor's degree in a related field, as listed below
- A conferred associate's or bachelor's degree in an unrelated field
- Completion of at least 60 quarter credits or 40 semester credits of college-level coursework with a grade of C or higher in each course

Students who transfer a conferred associate's or bachelor's degree from the following approved field-related program s will receive a block transfer of 91 lower-level quarter credits:

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

Students with an unrelated associate's or bachelor's degree, 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 within the past five (5) years. Prerequisite courses a student may be required to complete include: GRA1000C Graphic Design Tools and Techniques, GRA1206C Typography, GRA1600C Color Theories and Applications, and GRA1700C Elements and Principles of Graphic Design.
- 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 91 transferable lower-level quarter credits will be required to take additional lower-level coursework. The additional coursework will be determined by Rasmussen University based upon a predetermined elective pool appropriate for the program of enrollment.

## GENERAL EDUCATION COURSES

### Upper Division

|                                                               |          |
|---------------------------------------------------------------|----------|
| <b>Communication</b> (Required course)                        | <b>4</b> |
| MMC3407 Visual Communication in the Media <sup>+</sup>        |          |
| <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 91 for General Education Course Selections.

## CORE COURSES

### Upper Division

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

|                                                 |            |
|-------------------------------------------------|------------|
| <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 Bachelor's Degree Credits</b>          | <b>181</b> |

<sup>+</sup>Self-directed assessment available; see page 170 for details.

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

A student enrolled in an associate degree program through Rasmussen University Online may dual enroll in this Bachelor's degree program when enrolled in the final 12 credits needed to complete their enrolled associate's degree program, and all program acceptance requirements are met. The student may be scheduled to complete Associate program course requirements before taking Bachelor-level courses. The student will graduate from their enrolled associate degree program only when all course requirements specific to that program have been completed. Students who choose this option to dual enroll cannot complete the final 12 credits in the associate degree as self-directed assessments (SDA). Students enrolled in a Rasmussen University Certificate or Diploma program are not eligible to dual enroll in this Bachelor's degree program. Students enrolled in a residential program through a campus are not eligible to dual enroll in this program.

# Early Childhood Education | CERTIFICATE

Knowledge Credit Self-Directed Assessment Available

Fully online program

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 |

CORE COURSES

|                |                                                                   |   |
|----------------|-------------------------------------------------------------------|---|
| Lower Division |                                                                   |   |
| EEC1202        | Early Childhood Education Curriculum and Instruction <sup>+</sup> | 4 |
| EEC1700        | Foundations of Child Development <sup>+</sup>                     | 4 |
| EEC1735        | Health, Safety, and Nutrition/CDA Application <sup>+</sup>        | 4 |
| EEC1970        | Early Childhood Education Exploration I: Knowledge                | 4 |
| EEC1971        | Early Childhood Education Exploration II: Planning                | 4 |
| EEC1972        | Early Childhood Education Exploration III: Reflection             | 4 |
| EEC2225        | Guiding Children's Behavior                                       | 4 |
| EEC2401        | Dynamics of the Family                                            | 4 |
| EEC2613        | Observation and Assessment in Early Childhood Education           | 4 |

|                           |    |
|---------------------------|----|
| Total Certificate Credits | 36 |
|---------------------------|----|

<sup>+</sup>Self-directed assessment available; see page 170 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.

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.

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 passing Developmental Education courses.

In addition to meeting all other acceptance requirements, applicants must successfully pass a background check through Rasmussen University's chosen third-party vendor. Any prospective student must also consider their history, lifestyle, and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field. Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer.

# Early Childhood Education | DIPLOMA

Knowledge Credit Self-Directed Assessment Available

Fully online program

## 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).

## 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>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)                      |                                  | 4 |
| SYG1000                                                       | Introduction to Sociology        |   |

See page 91 for General Education Course Selections.

## CORE COURSES

Lower Division

|         |                                                                   |   |
|---------|-------------------------------------------------------------------|---|
| EEC1202 | Early Childhood Education Curriculum and Instruction <sup>+</sup> | 4 |
| EEC1700 | Foundations of Child Development <sup>+</sup>                     | 4 |
| EEC1735 | Health, Safety, and Nutrition/CDA Application <sup>+</sup>        | 4 |
| EEC1970 | Early Childhood Education Exploration I: Knowledge                | 4 |
| EEC1971 | Early Childhood Education Exploration II: Planning                | 4 |
| EEC1972 | Early Childhood Education Exploration III: Reflection             | 4 |
| EEC2225 | Guiding Children's Behavior                                       | 4 |
| EEC2401 | Dynamics of the Family                                            | 4 |
| EEC2613 | Observation and Assessment in Early Childhood Education           | 4 |
| EEC2935 | Summative Project for Early Childhood Education                   | 2 |

## 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 |

**General Education Credits** 16

**Core Credits** 54

**Total Diploma Credits** 70

<sup>+</sup>Self-directed assessment available; see page 170 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.

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.

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 passing Developmental Education courses.

In addition to meeting all other acceptance requirements, applicants must successfully pass a background check through Rasmussen University's chosen third-party vendor. Any prospective student must also consider their history, lifestyle, and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field. Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer.

# Early Childhood Education | ASSOCIATE'S DEGREE

Knowledge Credit Self-Directed Assessment Available

Associate of Applied Science Degree  
Fully online program

## 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.

## DEVELOPMENTAL EDUCATION COURSES

|      |                                |   |
|------|--------------------------------|---|
| B080 | Reading and Writing Strategies | 4 |
| B087 | Practical Math                 | 4 |

## GENERAL EDUCATION COURSES

|                                                                                    |                                     |   |
|------------------------------------------------------------------------------------|-------------------------------------|---|
| Lower Division                                                                     |                                     |   |
| <b>English Composition</b> (Required course)                                       |                                     |   |
| ENC1101                                                                            | English Composition <sup>+</sup>    | 4 |
| <b>Communication</b> (*Required, select 1 additional course) <sup>+</sup>          |                                     |   |
| *COM1865                                                                           | Locating and Evaluating Information | 6 |
| <b>Humanities</b> (Select 2 courses) <sup>+</sup>                                  |                                     |   |
| <b>Math / Natural Sciences</b> (Select 2 courses) <sup>+</sup>                     |                                     |   |
| <b>Social Sciences</b> (*Required course, select 1 additional course) <sup>+</sup> |                                     |   |
| *SYG1000                                                                           | Introduction to Sociology           | 8 |

See page 91 for General Education Course Selections.

## CORE COURSES

### Lower Division

|         |                                                                   |   |
|---------|-------------------------------------------------------------------|---|
| E242    | Career Development <sup>+</sup>                                   | 2 |
| EEC1202 | Early Childhood Education Curriculum and Instruction <sup>+</sup> | 4 |
| EEC1700 | Foundations of Child Development <sup>+</sup>                     | 4 |
| EEC1735 | Health, Safety, and Nutrition/CDA Application <sup>+</sup>        | 4 |
| EEC1970 | Early Childhood Education Exploration I: Knowledge                | 4 |
| EEC1971 | Early Childhood Education Exploration II: Planning                | 4 |
| EEC1972 | Early Childhood Education Exploration III: Reflection             | 4 |
| EEC2225 | Guiding Children's Behavior                                       | 4 |
| EEC2401 | Dynamics of the Family                                            | 4 |
| EEC2613 | Observation and Assessment in Early Childhood Education           | 4 |
| EEC2935 | Summative Project for Early Childhood Education                   | 2 |

## 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 |

**General Education Credits** 34

**Core Credits** 56

**Total Associate's Degree Credits** 90

\*Self-directed assessment available; see page 170 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.

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.

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 passing Developmental Education courses.

In addition to meeting all other acceptance requirements, applicants must successfully pass a background check through Rasmussen University's chosen third-party vendor. Any prospective student must also consider their history, lifestyle, and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field. Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer.



# Early Childhood Education Leadership | BACHELOR'S DEGREE

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

Bachelor of Science Degree  
Fully online program

### 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, applicants must provide transcripts from an accredited institution of higher learning as recognized by the U. S. Department of Education or the Council for Higher Education Accreditation (CHEA) that demonstrates one of the following:

- a. A conferred associate's or bachelor's degree in a related field, as listed below
- b. A conferred associate's or bachelor's degree in an unrelated field
- c. Completion of at least 60 quarter credits or 40 semester credits of college-level coursework with a grade of C or higher in each course

Students who transfer a conferred Associate's or Bachelor's degree 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 |                               |

Students with an unrelated associate's or bachelor's degree, 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: EEC1700 Foundations of Child Development and EEC1202 Early Childhood Education Curriculum and Instruction.
- 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 lower-level quarter credits will be required to take additional lower-level coursework. The additional coursework will be determined by Rasmussen University based upon a predetermined elective pool appropriate for the program of enrollment.

In addition to meeting all other acceptance requirements, applicants must successfully pass a background check through Rasmussen University's chosen third-party vendor. Any prospective student must also consider their history, lifestyle, and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field. Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer.

**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 91 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         |
| <b>Total Bachelor's Degree Credits</b>   | <b>180</b> |

\*Self-directed assessment available; see page 170 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.

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.

A student enrolled in an associate degree program through Rasmussen University Online may dual enroll in this Bachelor's degree program when enrolled in the final 12 credits needed to complete their enrolled associate's degree program, and all program acceptance requirements are met. The student may be scheduled to complete Associate program course requirements before taking Bachelor-level courses. The student will graduate from their enrolled associate degree program only when all course requirements specific to that program have been completed. Students who choose this option to dual enroll cannot complete the final 12 credits in the associate degree as self-directed assessments (SDA). Students enrolled in a Rasmussen University Certificate or Diploma program are not eligible to dual enroll in this Bachelor's degree program. Students enrolled in a residential program through a campus are not eligible to dual enroll in this program.

**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*.

**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 |

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

# Human Services | ASSOCIATE'S DEGREE

Knowledge Credit Self-Directed Assessment Available

Associate of Science Degree  
Fully online program

### CAREER OPPORTUNITIES

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

Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer. Rasmussen does not pre-screen for enrollment in this program. Any prospective student must consider their history, lifestyle and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field.

**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 |

### 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 91 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>                                    | 46 |
| <b>Core Credits</b>                                                 | 44 |
| <b>Total Associate's Degree Credits</b>                             | 90 |

\*Self-directed assessment available; see page 170 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 passing Developmental Education courses.

# Human Services | BACHELOR'S DEGREE

Knowledge Credit Self-Directed Assessment Available

Bachelor of Science Degree  
Fully online program

## CAREER OPPORTUNITIES

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

Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer. Rasmussen does not pre-screen for enrollment in this program. Any prospective student must consider their history, lifestyle and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field.

**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. 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.

## ACCEPTANCE REQUIREMENTS

This is a bachelor-completer program. To be considered for admission, applicants must provide transcripts from an accredited institution of higher learning as recognized by the U. S. Department of Education or the Council for Higher Education Accreditation (CHEA) that demonstrates one of the following:

- A conferred associate's or bachelor's degree in a related field, as listed below
- A conferred associate's or bachelor's degree in an unrelated field
- Completion of at least 60 quarter credits or 40 semester credits of college-level coursework with a grade of C or higher in each course

Students who transfer a conferred associate's or bachelor's degree 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 or bachelor's degree, or at least 60 eligible quarter credits, maybe 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: PSY1012 General Psychology and SYG1000 Introduction to Sociology.
- 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 lower-level quarter credits will be required to take additional lower-level coursework. The additional coursework will be determined by Rasmussen University based upon a predetermined elective pool appropriate for the program of enrollment.

## GENERAL EDUCATION COURSES

### Upper Division

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

See page 91 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 |
| HUS4450 | Human Services Capstone II                         | 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>67</b>  |
| <b>Total Bachelor's Degree Credits</b>          | <b>181</b> |

\*Self-directed assessment available; see page 170 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.

A student enrolled in an associate degree program through Rasmussen University Online may dual enroll in this Bachelor's degree program when enrolled in the final 12 credits needed to complete their enrolled associate's degree program, and all program acceptance requirements are met. The student may be scheduled to complete Associate program course requirements before taking Bachelor-level courses. The student will graduate from their enrolled associate degree program only when all course requirements specific to that program have been completed. Students who choose this option to dual enroll cannot complete the final 12 credits in the associate degree as self-directed assessments (SDA). Students enrolled in a Rasmussen University Certificate or Diploma program are not eligible to dual enroll in this Bachelor's degree program. Students enrolled in a residential program through a campus are not eligible to dual enroll in this program.

# Criminal Justice | ASSOCIATE'S DEGREE

Knowledge Credit Self-Directed Assessment Available

Associate of Applied Science Degree  
Fully online program

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 |

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

See page 91 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 170 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 passing Developmental Education courses.

In addition to meeting all other acceptance requirements, applicants must successfully pass a background check through Rasmussen University's chosen third-party vendor. Any prospective student must also consider their history, lifestyle, and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field. Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer.

# Criminal Justice Leadership and Management | BACHELOR'S DEGREE

Knowledge Credit Self-Directed Assessment Available

Bachelor of Science Degree  
Fully online program

## 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, applicants must provide transcripts from an accredited institution of higher learning as recognized by the U. S. Department of Education or the Council for Higher Education Accreditation (CHEA) that demonstrates one of the following:

- A conferred associate's or bachelor's degree in a related field, as listed below
- A conferred associate's or bachelor's degree in an unrelated field
- Completion of at least 60 quarter credits or 40 semester credits of college-level coursework with a grade of C or higher in each course

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

- 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

Students with an unrelated associate's or bachelor's degree, 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: CCJ1000 Introduction to Criminal Justice and either CJL1381 Criminal Law and Procedures: Crime and the Courtroom or CJL1747 Applied Criminal Procedures.

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

In addition to meeting all other acceptance requirements, applicants must successfully pass a background check through Rasmussen University's chosen third-party vendor. Any prospective student must also consider their history, lifestyle, and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field. Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer.

## GENERAL EDUCATION COURSES

### Upper Division

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

See page 91 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 |

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

\*Self-directed assessment available; see page 170 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.

A student enrolled in an associate degree program through Rasmussen University Online may dual enroll in this Bachelor's degree program when enrolled in the final 12 credits needed to complete their enrolled associate's degree program, and all program acceptance requirements are met. The student may be scheduled to complete Associate program course requirements before taking Bachelor-level courses. The student will graduate from their enrolled associate degree program only when all course requirements specific to that program have been completed. Students who choose this option to dual enroll cannot complete the final 12 credits in the associate degree as self-directed assessments (SDA). Students enrolled in a Rasmussen University Certificate or Diploma program are not eligible to dual enroll in this Bachelor's degree program. Students enrolled in a residential program through a campus are not eligible to dual enroll in this program.

# 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 pass a criminal background check through Rasmussen University's chosen third-party vendor 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)                   | <b>4</b> |
| ENC1101 English Composition <sup>+</sup>                       |          |
| <b>Communication</b> (Select 1 course) <sup>+</sup>            | <b>4</b> |
| <b>Humanities</b> (*Select 2 courses) <sup>+</sup>             | <b>8</b> |
| <b>Math / Natural Sciences</b> (Select 2 courses) <sup>+</sup> | <b>8</b> |
| <b>Social Sciences</b> (Required courses) <sup>+</sup>         | <b>8</b> |
| PSY1012 General Psychology <sup>+</sup>                        |          |
| SYG1000 Introduction to Sociology                              |          |

See page 91 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 |
| 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 |
| CJE2990 Capstone for Law Enforcement                                     | 2 |
| 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>        | <b>32</b> |
| <b>Core Credits</b>                     | <b>58</b> |
| <b>Total Associate's Degree Credits</b> | <b>90</b> |

<sup>+</sup>Self-directed assessment available; see page 170 for details.

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.

The Law Enforcement Associate's Degree meets the educational standards established by the Minnesota Peace Officer Standards and Training Board (MN POST) for persons who intend to seek employment in Minnesota as a peace officer. 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. The Law Enforcement Associate's Degree contains both online and residential courses and is designed to lead to law enforcement careers in Minnesota.

This program does not meet standards of states other than Minnesota. Additional training and education may be required for licensure in other states. This program is only open to residents of Minnesota, or those willing to sign an attestation of their intent to seek employment in Minnesota as a peace officer.

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.



# Law Enforcement Academic | CERTIFICATE

Fully online program

## 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 or Bachelor's degree (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 pass a criminal background check through Rasmussen University's chosen third-party vendor 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

### The Law Enforcement Academic Certificate is only offered in Minnesota.

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

The Law Enforcement Academic Certificate provides academic coursework required by the Minnesota Peace Officer Standards and Training Board (MN POST) for persons who seek employment in Minnesota as a peace officer. Additional coursework may be necessary before becoming eligible to sit for the MN Peace Officer Licensing Exam. Graduates of this program will need to successfully complete additional training, practical/skills, and fitness standards before becoming eligible to sit for the MN Peace Officer Licensing Exam. Graduates of this program have NOT met all MN POST requirements for employment in Minnesota as a peace officer. Graduates will need to complete skills training as part of another Rasmussen Law Enforcement program or at another institution to be eligible to sit for the MN Peace Officer Licensing Exam.

## Paralegal | ASSOCIATE'S DEGREE

Knowledge Credit Self-Directed Assessment Available

Associate of Applied Science Degree  
Fully online program

### CAREER OPPORTUNITIES

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

Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer. Rasmussen does not pre-screen for enrollment in this program. Any prospective student must consider their history, lifestyle and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field.

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

### DEVELOPMENTAL EDUCATION COURSES

|      |                                |   |
|------|--------------------------------|---|
| B080 | Reading and Writing Strategies | 4 |
| B087 | Practical Math                 | 4 |

### GENERAL EDUCATION COURSES

#### Lower Division

|                                                                |   |
|----------------------------------------------------------------|---|
| <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 91 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 |

**General Education Credits** 36

**Core Credits** 54

**Total Associate's Degree Credits** 90

<sup>+</sup>Self-directed assessment available; see page 170 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 passing Developmental Education courses.

# Paralegal | CERTIFICATE

Fully online program

### CAREER OPPORTUNITIES

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

Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer. Rasmussen does not pre-screen for enrollment in this program. Any prospective student must consider their history, lifestyle and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field.

### 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. 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.

### 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 for 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 |

### 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 passing Developmental Education courses.



# Healthcare | CERTIFICATE

Knowledge Credit Self-Directed Assessment Available

THIS PROGRAM IS NOT AVAILABLE IN NORTH DAKOTA

Fully online program

CAREER OPPORTUNITIES

- Excluding Illinois campuses:
- Medical Clerk, Assistant, Coordinator, Agent, Specialist
  - Medical Secretary, Administrative Assistant, Receptionist
  - Scheduler

- Illinois Campuses Only:
- 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.

ENROLLMENT REQUIREMENTS

Students who have a qualifying score on the School of Health Sciences Entrance Exam are eligible to enroll in this program version through a residential campus in Florida, Illinois, Kansas, Minnesota, and Wisconsin. Students who do not have a qualifying score will enroll in the Healthcare Certificate program version through Rasmussen University Online, which does not require a School of Health Sciences Entrance Exam score.

DEVELOPMENTAL EDUCATION COURSES

|      |                                |   |
|------|--------------------------------|---|
| B080 | Reading and Writing Strategies | 4 |
| B087 | Practical Math                 | 4 |

GENERAL EDUCATION COURSES

|                                            |                                                       |   |
|--------------------------------------------|-------------------------------------------------------|---|
| Lower Division                             |                                                       |   |
| Communication (Required course)            |                                                       |   |
| COM1002                                    | Introduction to Communication <sup>+</sup>            | 4 |
| Math / Natural Sciences (Required courses) |                                                       |   |
| PHA1500                                    | Structure and Function of the Human Body <sup>+</sup> | 4 |

CORE COURSES

|                                           |                                                          |       |
|-------------------------------------------|----------------------------------------------------------|-------|
| Lower Division                            |                                                          |       |
| 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 <sup>3</sup> | 3     |
| HSA2918                                   | Healthcare Administrative Office Procedures <sup>3</sup> | 3     |
| HSC1531                                   | Medical Terminology                                      | 4     |
| HSC1675                                   | Healthcare Exploration and Careers                       | 3     |
| HSC2641                                   | Medical Law and Ethics                                   | 4     |
| Elective Course <sup>+</sup> <sup>2</sup> |                                                          | 4–5   |
| Elective Course <sup>+</sup> <sup>2</sup> |                                                          | 4–5   |
| General Education Credits                 |                                                          | 8     |
| Core Credits                              |                                                          | 30–32 |
| Total Certificate Credits                 |                                                          | 38–40 |

<sup>+</sup>Self-directed assessment available; see page 170 for details.

<sup>1</sup>Only students intending to transfer into a program with a School of Health Sciences Entrance Exam or School of Nursing 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 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 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/UXD/WX). Passing the 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>Elective Course requirements will be fulfilled with coursework determined by Rasmussen University as appropriate for the program of enrollment. Course selections are either 4 credit hours or 5 credit hours.

<sup>3</sup>Illinois Campuses: Students enrolling through Illinois campuses must take E242 Career Development (2 credits) and HIM2133 Revenue Cycle and Billing (4 credits) instead of HSA1146 Technology Today for Medical Administration (3 credits) and HSA2918 Healthcare Administrative Office Procedures (3 credits).

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.

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 passing Developmental Education courses.

In addition to meeting all other acceptance requirements, applicants must successfully pass a background check through Rasmussen University's chosen third-party vendor. Any prospective student must also consider their history, lifestyle, and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field. Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer.

# Medical Administrative Assistant | CERTIFICATE

Knowledge Credit Self-Directed Assessment Available

Fully online program

## 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 |

## GENERAL EDUCATION COURSES

### Lower Division

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

## CORE COURSES

### Lower Division

|                                                     |   |
|-----------------------------------------------------|---|
| 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 |
| HSA2851 Practice and Professionalism in Healthcare  | 3 |
| HSA2918 Healthcare Administrative Office Procedures | 3 |
| HSC1531 Medical Terminology                         | 4 |
| HSC2641 Medical Law and Ethics                      | 4 |

**General Education Credits** 8

**Core Credits** 30

**Total Certificate Credits** 38

<sup>+</sup>Self-directed assessment available; see page 170 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.

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 passing Developmental Education courses.

In addition to meeting all other acceptance requirements, applicants must successfully pass a background check through Rasmussen University's chosen third-party vendor. Any prospective student must also consider their history, lifestyle, and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field. Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer.

# Medical Assisting | DIPLOMA

Knowledge Credit Self-Directed Assessment Available

## 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 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 have passed 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 exempt from the eight-credit coursework requirement.

At the end of the quarter in which the student has passed 8 credits or more of designated coursework and meets all the requirements of Satisfactory Academic Progress in the most recently attended 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.

In addition to meeting all other acceptance requirements, Florida, Illinois, and Wisconsin campus applicants must successfully pass a background check through Rasmussen University's chosen third-party vendor. In addition to meeting all other acceptance requirements, Minnesota campus applicants at every campus except the Hennepin/Anoka campus must successfully pass a background check through the Minnesota Department of Human Services. In addition to meeting all other acceptance requirements, Hennepin/Anoka, MN, campus applicants to this program must successfully pass two background checks—one through Rasmussen University's chosen third-party vendor and one through the Minnesota Department of Human Services. An additional background check may also be required during active enrollment prior to practicum or clinical placement depending on site requirements. Any prospective student must also consider their history, lifestyle, and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field. Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer.

## DEVELOPMENTAL EDUCATION COURSES

|      |                                |   |
|------|--------------------------------|---|
| B080 | Reading and Writing Strategies | 4 |
| B087 | Practical Math                 | 4 |

## GENERAL EDUCATION COURSES

### Lower Division

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

## CORE COURSES

### Lower Division

|         |                                                               |   |
|---------|---------------------------------------------------------------|---|
| E242    | Career Development <sup>+</sup>                               | 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 |

General Education Credits 12

Core Credits 39

Total Diploma Credits 51

<sup>+</sup>Self-directed assessment available; see page 170 for details.

<sup>1</sup>Minnesota students must take MEA2976 Medical Assistant Professional Externship (6 credits) instead of MEA2895 Medical Assistant Experiential Externship.

**The Medical Assisting Diploma program is only offered at the Central Pasco, Fort Myers, Ocala, and Tampa/Brandon campuses in Florida; the Aurora/Naperville, Rockford, and Romeoville/Joliet campuses in Illinois; the Bloomington, Eagan, Hennepin/Anoka, Mankato, and St. Cloud campuses in Minnesota; and the Green Bay campus in Wisconsin.**

The Medical Assisting Diploma program at the Aurora/Naperville (with an ABHES approved separate education center in Mokena/Tinley Park), Rockford, and Romeoville/Joliet campuses in Illinois; the Central Pasco, Fort Myers, Ocala, and Tampa/Brandon campuses in Florida; the Green Bay campus 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, 6116 Executive Blvd., Suite 730, North Bethesda, MD 20852, (301) 291-7550.

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.

Each state determines its own requirements for licensure or certification as a medical assistant. Not all states require licensure or certification for this profession. 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. For states listed as "Meets" below, the program meets the educational requirements for professional licensure or certification or there is no license or certification. For states listed as "Undetermined" below, Rasmussen makes no determination whether this program meets the educational requirements for professional licensure and prospective students located in these states cannot enroll in this program. Other licensure eligibility requirements may apply; please verify your eligibility against applicable rules, which may change at any time.

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

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 passing Developmental Education courses.

This program contains online, residential and blended courses.

# Pharmacy Technician | CERTIFICATE

Knowledge Credit Self-Directed Assessment Available

Fully online program<sup>1</sup>

## 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 |

## GENERAL EDUCATION COURSES

Lower Division

**Communication** (Required course) 4

COM1002 Introduction to Communication<sup>+</sup>

**Math / Natural Sciences** (Required course) 4

PHA1500 Structure and Function of the Human Body<sup>+</sup>

## CORE COURSES

Lower Division

|         |                                         |   |
|---------|-----------------------------------------|---|
| E242    | Career Development <sup>+</sup>         | 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

<sup>+</sup>Self-directed assessment available; see page 170 for details.

<sup>1</sup>Minnesota residents must take PTN2873 Pharmacy Retail Practicum (2 credits) which includes a required on-site experience, instead of PTN2915 Pharmacy Virtual Practicum. Registration as a Pharmacy Technician is required by the Minnesota Board of Pharmacy in order to participate in the 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 Associate's Degree – Pharmacy Technician Specialization 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 and prospective students located in these states cannot enroll in these programs. "Undetermined" means that Rasmussen makes no determination whether this program meets the educational requirements for professional licensure and prospective students located in these states cannot enroll in this program.

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

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.

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 passing Developmental Education courses.

In addition to meeting all other acceptance requirements, applicants must successfully pass a background check through Rasmussen University's chosen third-party vendor. An additional background check may also be required during active enrollment prior to practicum or clinical placement depending on site requirements. Any prospective student must also consider their history, lifestyle, and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field. Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer.

# Healthcare | ASSOCIATE'S DEGREE - Healthcare Administration Specialization

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

Fully online program

## 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.

## ENROLLMENT REQUIREMENTS

Students who have a qualifying score on the School of Health Sciences Entrance Exam are eligible to enroll in this program version through a residential campus in Florida, Kansas, Minnesota, and Wisconsin. This program is not available at North Dakota or Illinois campuses. Students who do not have a qualifying score will enroll in the Healthcare Associate's Degree–Healthcare Administration Specialization program version through Rasmussen University Online, which does not require a School of Health Sciences Entrance Exam score.

## 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  |
| <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  |

See page 91 for General Education Course Selections.

## CORE COURSES

### Lower Division

|         |                                            |   |
|---------|--------------------------------------------|---|
| FIN1000 | Principles of Finance                      | 4 |
| LDR2439 | Introduction to Organizational Leadership  | 4 |
| MAN1300 | Introduction to Human Resources Management | 4 |

## SPECIALIZATION COURSES

|                              |                                              |     |
|------------------------------|----------------------------------------------|-----|
| 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   |
| HSC1531                      | Medical Terminology                          | 4   |
| HSC1675                      | Healthcare Exploration and Careers           | 3   |
| HSC2641                      | Medical Law and Ethics                       | 4   |
| MEA2203                      | Pathophysiology                              | 5   |
| Elective Course <sup>2</sup> |                                              | 4–5 |
| Elective Course <sup>2</sup> |                                              | 4–5 |

### General Education Credits

Core Credits

Specialization Credits

Total Associate's Degree Credits

40

12

39-41

91-93

\*Self-directed assessment available; see page 170 for details.

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

<sup>1</sup>Only students intending to transfer into a program with a School of Health Sciences Entrance Exam or School of Nursing 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 Health Sciences Entrance Exam or School of Nursing 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/UXD/WX). Passing the 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>Elective Course requirements will be fulfilled with coursework determined by Rasmussen University as appropriate for the program of enrollment. Course selections are either 4 credit hours or 5 credit hours.

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.

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 passing Developmental Education courses.

In addition to meeting all other acceptance requirements, applicants must successfully pass a background check through Rasmussen University's chosen third-party vendor. Any prospective student must also consider their history, lifestyle, and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field. Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer.

# Healthcare | ASSOCIATE'S DEGREE - Medical Administrative Assistant Specialization

Knowledge Credit Self-Directed Assessment Available

Associate of Applied Science Degree  
Fully online program

## CAREER OPPORTUNITIES

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

## 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  |
| <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  |

See page 91 for General Education Course Selections.

## CORE COURSES

### Lower Division

|                                                    |   |
|----------------------------------------------------|---|
| FIN1000 Principles of Finance                      | 4 |
| LDR2439 Introduction to Organizational Leadership  | 4 |
| MAN1300 Introduction to Human Resources Management | 4 |

## SPECIALIZATION COURSES

|                                                     |   |
|-----------------------------------------------------|---|
| 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 |
| HSC1531 Medical Terminology                         | 4 |
| HSC2641 Medical Law and Ethics                      | 4 |
| MEA2203 Pathophysiology                             | 5 |

**General Education Credits** 40

**Core Credits** 12

**Specialization Credits** 39

**Total Associate's Degree Credits** 91

<sup>+</sup>Self-directed assessment available; see page 170 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.

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 passing Developmental Education courses.

In addition to meeting all other acceptance requirements, applicants must successfully pass a background check through Rasmussen University's chosen third-party vendor. Any prospective student must also consider their history, lifestyle, and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field. Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer.

Healthcare | ASSOCIATE'S DEGREE - Medical Assisting Specialization  
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 Assistant
- Medical Office Administrative Assistant

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.

ACCEPTANCE REQUIREMENTS

Current students who are enrolled in the Medical Assisting Diploma program may concurrently enroll in the residential version of the Healthcare Associate's Degree-Medical Assisting specialization program. Students must successfully complete all diploma program coursework to earn an Associate's Degree with Medical Assisting Specialization.

Students who have graduated from a Medical Assisting Diploma program from an accredited institution, including Rasmussen University, are eligible to enroll in the fully online version of this program through Rasmussen University Online.

In addition to meeting all other acceptance requirements, applicants must successfully pass a background check through Rasmussen University's chosen third-party vendor. An additional background check may also be required during active enrollment prior to practicum or clinical placement depending on site requirements. Any prospective student must also consider their history, lifestyle, and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field. Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer.

DEVELOPMENTAL EDUCATION COURSES

|      |                                |   |
|------|--------------------------------|---|
| B080 | Reading and Writing Strategies | 4 |
| B087 | Practical Math                 | 4 |

GENERAL EDUCATION COURSES

|                         |                                                       |    |
|-------------------------|-------------------------------------------------------|----|
| Lower Division          |                                                       |    |
| English Composition     | (Required course)                                     | 4  |
| ENC1101                 | English Composition <sup>+</sup>                      |    |
| Communication           | (*Required, select 1 additional course) <sup>+</sup>  | 8  |
| *COM1002                | Introduction to Communication <sup>+</sup>            |    |
| Humanities              | (Select 2 courses) <sup>+</sup>                       | 8  |
| Math / Natural Sciences | (*Required, select 2 additional courses) <sup>+</sup> | 12 |
| *PHA1500                | Structure and Function of the Human Body <sup>+</sup> |    |
| Social Sciences         | (*Required, select 1 additional course) <sup>+</sup>  | 8  |
| *PSY1012                | General Psychology <sup>+</sup>                       |    |

See page 91 for General Education Course Selections.

CORE COURSES

|                |                                            |   |
|----------------|--------------------------------------------|---|
| Lower Division |                                            |   |
| FIN1000        | Principles of Finance                      | 4 |
| LDR2439        | Introduction to Organizational Leadership  | 4 |
| MAN1300        | Introduction to Human Resources Management | 4 |

SPECIALIZATION COURSES

|         |                                                               |   |
|---------|---------------------------------------------------------------|---|
| E242    | Career Development <sup>+</sup>                               | 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 |

|                                  |    |
|----------------------------------|----|
| General Education Credits        | 40 |
| Core Credits                     | 12 |
| Specialization Credits           | 39 |
| Total Associate's Degree Credits | 91 |

<sup>+</sup>Self-directed assessment available; see page 170 for details.

This program version is not available at the Moorhead, MN; North Orlando, FL; Wausau, WI; or Kansas or North Dakota campuses.

<sup>1</sup> Minnesota residents must take MEA2976 Medical Assistant Professional Externship (6 credits) instead of MEA2895 Medical Assistant Experiential Externship.

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).

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 passing Developmental Education courses.

# Healthcare | ASSOCIATE'S DEGREE - Pharmacy Technician Specialization

Knowledge Credit Self-Directed Assessment Available

Associate of Applied Science Degree  
Fully online program<sup>1</sup>

## CAREER OPPORTUNITIES

- Retail Pharmacy
- Clinical Pharmacy

## 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 |
|---------------------------------------------------|---|

|                                                                                      |    |
|--------------------------------------------------------------------------------------|----|
| <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 |
|--------------------------------------------------------|---|

See page 91 for General Education Course Selections.

## CORE COURSES

Lower Division

|                                                    |   |
|----------------------------------------------------|---|
| FIN1000 Principles of Finance                      | 4 |
| LDR2439 Introduction to Organizational Leadership  | 4 |
| MAN1300 Introduction to Human Resources Management | 4 |

## SPECIALIZATION COURSES

|                                                 |   |
|-------------------------------------------------|---|
| E242 Career Development <sup>+</sup>            | 2 |
| HSA1050 Customer Service in Healthcare          | 1 |
| HSA2117 US Healthcare Systems                   | 4 |
| HSC1531 Medical Terminology                     | 4 |
| HSC2641 Medical Law and Ethics                  | 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>1</sup> | 2 |

|                                  |    |
|----------------------------------|----|
| <b>General Education Credits</b> | 40 |
|----------------------------------|----|

|                     |    |
|---------------------|----|
| <b>Core Credits</b> | 12 |
|---------------------|----|

|                               |    |
|-------------------------------|----|
| <b>Specialization Credits</b> | 39 |
|-------------------------------|----|

|                                         |    |
|-----------------------------------------|----|
| <b>Total Associate's Degree Credits</b> | 91 |
|-----------------------------------------|----|

<sup>+</sup>Self-directed assessment available; see page 170 for details.

<sup>1</sup>Minnesota residents must take PTN2873 Pharmacy Retail Practicum (2 credits) which includes a required on-site experience, instead of PTN2915 Pharmacy Virtual Practicum. Registration as a Pharmacy Technician is required by the Minnesota Board of Pharmacy in order to participate in the 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 Associate's Degree – Pharmacy Technician Specialization 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 and prospective students located in these states cannot enroll in these programs. "Undetermined" means that Rasmussen makes no determination whether this program meets the educational requirements for professional licensure and prospective students located in these states cannot enroll in this program.

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

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 passing 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. An additional background check may also be required during active enrollment prior to practicum or clinical placement depending on site requirements. Any prospective student must also consider their history, lifestyle, and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field. Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer.

# Health Sciences | ASSOCIATE'S DEGREE - Healthcare Specialization

Knowledge Credit Self-Directed Assessment Available

## THIS PROGRAM IS AVAILABLE ONLY IN ILLINOIS

Associate of Applied Science Degree  
Fully online program

### CAREER OPPORTUNITIES

- Medical Services Technician
- Medical Registration or Receptionist

### 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.

### ENROLLMENT REQUIREMENTS

Students who have a qualifying score on the School of Health Sciences Entrance Exam are eligible to enroll in this program version through a residential campus in Illinois.

Students who do not have a qualifying score will enroll in the Healthcare Associate's Degree - Healthcare Administration Specialization program version through Rasmussen University Online, which does not require a School of Health Sciences Entrance Exam score.

### 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 3 courses) <sup>+</sup> | 12 |
|---------------------------------------------------|----|

|                                                                                      |    |
|--------------------------------------------------------------------------------------|----|
| <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 |
|--------------------------------------------------------|----|

See page 91 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 |

### SPECIALIZATION COURSES

|                              |                                                 |     |
|------------------------------|-------------------------------------------------|-----|
| E102                         | Pathway to Patient Care Seminar <sup>1</sup>    | 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 |

**General Education Credits** 48

**Core Credits** 14

**Specialization Credits** 29-31

**Total Associate's Degree Credits** 91-93

<sup>+</sup>Self-directed assessment available; see page 170 for details.

<sup>1</sup>Only students intending to transfer into a program with a School of Health Sciences Entrance Exam or School of Nursing 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 Health Sciences Entrance Exam or the School of Nursing 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 Health Sciences Entrance Exam or School of Nursing 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/UXD/WX). Passing the 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>Elective Course requirements will be fulfilled with coursework determined by Rasmussen University as appropriate for the program of enrollment. Course selections are either 4 credit hours or 5 credit hours.

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.

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 passing Developmental Education courses.

In addition to meeting all other acceptance requirements, applicants must successfully pass a background check through Rasmussen University's chosen third-party vendor. Any prospective student must also consider their history, lifestyle, and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field. Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer.

# Health Sciences | ASSOCIATE'S DEGREE - Medical Assisting Specialization

Knowledge Credit Self-Directed Assessment Available

## THIS PROGRAM IS AVAILABLE ONLY IN ILLINOIS

Associate of Applied Science Degree

## CAREER OPPORTUNITIES

- Medical Assistant
- Medical Office Administrative Assistant

## 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.

## ACCEPTANCE REQUIREMENTS

Current students who are enrolled in the Medical Assisting Diploma program may concurrently enroll in the residential version of the Health Sciences Associate's Degree-Medical Assisting specialization program. Students must successfully complete all diploma program coursework to earn an Associate's Degree with Medical Assisting Specialization.

Students who have graduated from a Medical Assisting Diploma program from an accredited institution, including Rasmussen University, are eligible to enroll in the fully online version of the Healthcare Associate of Applied Science-Medical Assisting specialization program through Rasmussen University Online.

In addition to meeting all other acceptance requirements, applicants must successfully pass a background check through Rasmussen University's chosen third-party vendor. An additional background check may also be required during active enrollment prior to practicum or clinical placement depending on site requirements. Any prospective student must also consider their history, lifestyle, and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field. Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer.

## 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 3 courses) <sup>+</sup>                                    | 12 |
| <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> (*Required, select 2 additional courses) <sup>+</sup>         | 12 |
| *PSY1012 General Psychology <sup>+</sup>                                             |    |

See page 91 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 |

## SPECIALIZATION COURSES

|         |                                                               |   |
|---------|---------------------------------------------------------------|---|
| 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 |

**General Education Credits** 48

**Core Credits** 14

**Specialization Credits** 29

**Total Associate's Degree Credits** 91

\*Self-directed assessment available; see page 170 for details.

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).

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.

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 passing Developmental Education courses.

# Medical Billing and Coding | CERTIFICATE

Knowledge Credit Self-Directed Assessment Available

Fully online program

### 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 |

### GENERAL EDUCATION COURSES

Lower Division

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

### CORE COURSES

Lower Division

|          |                                                                  |   |
|----------|------------------------------------------------------------------|---|
| CGS1240  | Computer Applications and Business Systems Concepts <sup>+</sup> | 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> |
|----------------------------------|-----------|

<sup>+</sup>**Self-directed assessment available; see page 170 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<sup>®</sup>) certification exam offered by the American Health Information Management Association (AHIMA<sup>®</sup>). AHIMA<sup>®</sup> requires only a high school diploma (or equivalent) to sit for the CCA<sup>®</sup> 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 passing 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. An additional background check may also be required during active enrollment prior to practicum or clinical placement depending on site requirements. Any prospective student must also consider their history, lifestyle, and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field. Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer.

# Health Information Technician | ASSOCIATE'S DEGREE

Knowledge Credit Self-Directed Assessment Available

Associate of Applied Science Degree  
Fully online program<sup>1</sup>

## 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.

## 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 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 courses) | 8 |
|---------------------------------------------------|---|

|                                                               |  |
|---------------------------------------------------------------|--|
| PHA1500 Structure and Function of the Human Body <sup>+</sup> |  |
|---------------------------------------------------------------|--|

|                                                         |  |
|---------------------------------------------------------|--|
| STA1625 Essential Statistics and Analytics <sup>+</sup> |  |
|---------------------------------------------------------|--|

|                                                        |   |
|--------------------------------------------------------|---|
| <b>Social Sciences</b> (Select 2 courses) <sup>+</sup> | 8 |
|--------------------------------------------------------|---|

See page 91 for General Education Course Selections.

## CORE COURSES

### Lower Division

|          |                                                                             |   |
|----------|-----------------------------------------------------------------------------|---|
| CGS1240  | Computer Applications and Business Systems Concepts <sup>+</sup>            | 3 |
| HIM1103  | Coding Foundations                                                          | 4 |
| HIM1125  | ICD-CM Coding                                                               | 4 |
| HIM1126C | ICD-PCS Coding                                                              | 4 |
| HIM1257  | Ambulatory Coding                                                           | 4 |
| HIM2000  | Introduction to Health Information Management                               | 4 |
| HIM2135  | Revenue Cycle Management                                                    | 4 |
| HIM2224C | Health Information Pathophysiology and Pharmacology                         | 3 |
| HIM2410  | Health Information Law and Ethics                                           | 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 |
| HIM2944  | Medical Billing and Coding Practicum                                        | 2 |
| HIM2945  | Health Information Technician Professional Practice Experience <sup>1</sup> | 3 |
| HIM2966  | Health Information Technician Associate Capstone                            | 3 |
| HSC1531  | Medical Terminology                                                         | 4 |

**General Education Credits** 30

**Core Credits** 60

**Total Associate's Degree Credits** 90

<sup>+</sup>Self-directed assessment available; see page 170 for details.

<sup>1</sup>The HIM2945 Health Information Technician Professional Practice Experience course is a 90-hour online course that includes 40 hours of professional practice experience at an approved site location.



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 Associate degree in Health Information Technician has been reaffirmed through 2030. 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.

Graduates of the CAHIIM-accredited Health Information Technician Associate's Degree program 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.

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 passing 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. An additional background check may also be required during active enrollment prior to practicum or clinical placement depending on site requirements. Any prospective student must also consider their history, lifestyle, and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field. Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer.

# Health Information Management | BACHELOR'S DEGREE

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

Bachelor of Science Degree  
Fully online program<sup>1</sup>  
All courses in this program are competency-based education (CBE) courses

### 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. To be considered for admission, applicants must provide transcripts from an accredited institution of higher learning as recognized by the U. S. Department of Education or the Council for Higher Education Accreditation (CHEA) that demonstrates one of the following:

- A conferred Associate's Degree in Health Information Technology/Management from a CAHIIM-accredited program earned within the past five years
- 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
- A conferred associate's degree earned within the past five years and maintains a current RHIT<sup>®</sup> credential
- A conferred associate's degree earned more than five years ago, maintains a current RHIT<sup>®</sup> credential, has documented work experience in the health information industry within the past five years and has been approved by the Program Coordinator

Students will receive a block transfer of 90 lower-level quarter credits. 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.

In addition to meeting all other acceptance requirements, applicants must successfully pass a background check through Rasmussen University's chosen third-party vendor. An additional background check may also be required during active enrollment prior to practicum or clinical placement depending on site requirements. Any prospective student must also consider their history, lifestyle, and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field. Applicants for careers in this field may be subject

to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer.

### 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 91 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 <sup>1</sup> | 3 |
| HIM4966  | Health Information Management Capstone                                         | 3 |

**Transferred Lower-Division Credits** 90

**Upper-Division General Education Credits** 24

**Upper-Division Core Credits** 66

**Total Bachelor's Degree Credits** 180

<sup>1</sup>The HIM4945 Professional Practice Experience in Health Information Management course is a 90-hour professional practice experience course that includes 60 hours of professional practice experience at an approved site location.

<sup>+</sup>Self-directed assessment available; see page 170 for details.

This is an Empowered Learning Competency-Based Education (CBE) program. All courses are offered only as CBE courses, and only self-directed assessments and CBE courses may be selected to fulfill General Education electives within this program.

**This program is not available online to residents of some states. Please speak with an 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 2030. 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) 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.



## Health and Wellness | BACHELOR'S DEGREE

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

Bachelor of Science Degree  
Fully online program

### 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

Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer. Rasmussen does not pre-screen for enrollment in this program. Any prospective student must consider their history, lifestyle and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field.

**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, applicants must provide transcripts from an accredited institution of higher learning as recognized by the U. S. Department of Education or the Council for Higher Education Accreditation (CHEA) that demonstrates one of the following:

- A conferred associate's or bachelor's degree
- Completion of at least 60 quarter credits or 40 semester credits of college-level coursework with a grade of C or higher in each course

Students with 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: HSC1531 Medical Terminology and PHA1500 Structure and Function of the Human Body.
- 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 lower-level quarter credits will be required to take additional lower-level coursework. The additional coursework will be determined by Rasmussen University based upon the predetermined elective pool appropriate for the program of enrollment.

### GENERAL EDUCATION COURSES

Upper Division

**Communication** (Select 1 course)<sup>+</sup> 4

**Humanities** (Select 2 courses)<sup>+</sup> 8

**Math / Natural Sciences** (\*Required, select 1 additional course)<sup>+</sup> 8

\*STA3215 Inferential Statistics and Analytics<sup>+</sup>

**Social Sciences** (Select 2 courses)<sup>+</sup> 8

See page 91 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 170 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.

A student enrolled in an associate degree program through Rasmussen University Online may dual enroll in this Bachelor's degree program when enrolled in the final 12 credits needed to complete their enrolled associate's degree program, and all program acceptance requirements are met. The student may be scheduled to complete Associate program course requirements before taking Bachelor-level courses. The student will graduate from their enrolled associate degree program only when all course requirements specific to that program have been completed. Students who choose this option to dual enroll cannot complete the final 12 credits in the associate degree as self-directed assessments (SDA). Students enrolled in a Rasmussen University Certificate or Diploma program are not eligible to dual enroll in this Bachelor's degree program. Students enrolled in a residential program through a campus are not eligible to dual enroll in this program.

### 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 Degree 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                              | PHC5035 Epidemiology and Biostatistics              |
| PHC4305 Practices & 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 & Ethics          | HSA5200 Healthcare Policy, Ethics & 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.

# Master of Healthcare Administration

Empowered Learning Competency-Based Education Program

Master of Healthcare Administration (MHA)  
Fully online program  
All courses in this program are competency-based education (CBE) courses

CAREER OPPORTUNITIES

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

Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer. Rasmussen does not pre-screen for enrollment in this program. Any prospective student must consider their history, lifestyle and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field.

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 an accredited institution of higher learning as recognized by the U. S. Department of Education or the Council for Higher Education Accreditation (CHEA) documenting:

- a. A conferred Bachelor's degree with a cumulative GPA of 2.50 (no rounding) or higher or
- b. An official transcript documenting a conferred graduate-level certificate, Master's degree, or doctoral degree.

Applicants with a Bachelor's degree GPA of 2.0 (no rounding) to 2.49 may request an exception to the minimum 2.50 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

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.

# Master of Public Health

Empowered Learning Competency-Based Education Program

Master of Public Health (MPH)  
Fully online program<sup>1</sup>  
All courses in this program are competency-based education (CBE) courses

### 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 an accredited institution of higher learning as recognized by the U. S. Department of Education or the Council for Higher Education Accreditation (CHEA) documenting:

- a. A conferred Bachelor's degree with a cumulative GPA of 2.50 (no rounding) or higher or
- b. An official transcript documenting a conferred graduate-level certificate, Master's degree, or doctoral degree.

Applicants with a Bachelor's degree GPA of 2.0 (no rounding) to 2.49 may request an exception to the minimum 2.50 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.

In addition to meeting all other entrance requirements, applicants must successfully pass a background check through Rasmussen University's chosen third-party vendor. An additional background check may also be required during active enrollment prior to practicum or clinical placement depending on site requirements. Any prospective student must also consider their history, lifestyle, and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field. Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer.

### CORE COURSES

| Graduate Division |                                                          |   |
|-------------------|----------------------------------------------------------|---|
| HSA5000           | Scholarly Research and Writing                           | 4 |
| HSA5200           | Healthcare Policy, Ethics, and Laws                      | 4 |
| HSA5300           | Population Health                                        | 4 |
| PHC5035           | Epidemiology and Biostatistics                           | 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 <sup>1</sup>           | 4 |
| PHC6990           | Master of Public Health Capstone                         | 4 |

**Total Master's Degree Credits 56**

<sup>1</sup>The PHC6940 Master of Public Health Practicum course is a 120-hour practicum course that includes 80 hours of practicum experience at an approved site location.

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.

# 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 to be considered for admission:

1. Meet one of the following requirements:

- a. Achieve a score on the School of Health Sciences Entrance Exam that is acceptable for admission under the School of Health Sciences Entrance Exam policy.
- b. HESI A2 (Health Education Systems, Inc Admission Assessment) with a composite score of 75% or higher, dated 24 months or less prior to the expected start date at Rasmussen University and transferred to Rasmussen at the student's expense.
- c. Conferred associate's or bachelor's degree in a health sciences-related field from an accredited institution of higher learning as recognized by the U.S. Department of Education or by the Council for Higher Education Accreditation (CHEA) awarded within the past five (5) calendar years of the date the student starts in the program with a cumulative GPA of 2.0 or higher.
- d. Completion of at least 20 quarter credits of college-level health sciences, natural sciences or math coursework completed within the past five (5) calendar years of the date the student starts in the program and with a grade of C or higher in each course. One Composition or Communication course may be applied to meet this requirement. For coursework to be considered, it must comply with Transfer of Credit Policies of the University.

Official transcripts showing either a conferred degree in a health sciences-related field or completion of a minimum of 20 quarter credits of eligible coursework must be received by the University no later than the sixth business day of the first quarter of enrollment or they will be withdrawn.

2. Complete the following prior to being deemed eligible for consideration for admission:

- Application and enrollment agreement
- 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 meet one of the acceptance requirements outlined in number one above plus any additional acceptance requirements.

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.

In addition to meeting all other acceptance requirements, Minnesota campus applicants to this program must successfully pass two background checks - one through Rasmussen University's chosen third-party vendor and one through the Minnesota Department of Human Services. An additional background check may also be required during active enrollment prior to practicum or clinical placement depending on site requirements. Any prospective student must also consider their history, lifestyle, and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field. Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer.

## 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 91 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 170 for details.

**The Medical Laboratory Technician Associate's Degree is only offered at the Eagan 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 selected 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. "Undetermined" means that Rasmussen makes no determination whether this program meets the educational requirements for professional licensure and prospective students located in these states cannot enroll in this program.

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

The Medical Laboratory Technician program at the Eagan campus 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 meet one of the following requirements to be deemed eligible for Admission:
  - Achieve a score on the School of Health Sciences Entrance Exam that is acceptable for admission per the School of Health Sciences Entrance Exam policy.
  - HESI A2 (Health Education Systems, Inc Admission Assessment) with a composite score of 85% or higher, dated 24 months or less prior to the expected start date at Rasmussen University and transferred to Rasmussen at the student's expense.
  - Conferred associate's or bachelor's degree in Exercise Science or Kinesiology from an accredited institution of higher learning as recognized by the U.S. Department of Education or by the Council for Higher Education Accreditation (CHEA) awarded within the past five (5) calendar years of the date the student starts in the program with a cumulative GPA of 2.0 or higher.
  - Completion of METC Physical Therapy Program that awards 63 or more credits into this program via the Military Block Transfer for Physical Therapist Assistant Associate's Degree Policy.

Official transcripts showing a conferred associate's or bachelor's degree in Exercise Science or Kinesiology or completion of a METC Physical Therapy Program must be received by the University no later than the sixth business day of the first quarter of enrollment or they will be withdrawn.

- Complete the following prior to being deemed eligible for consideration for admission:
  - Application and enrollment agreement
  - Background screening
  - Any additional program-specific requirements as specified at the time of enrollment

This program requires specific immunizations prior to professional practice experience, which are listed in the program handbook. 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 meet one of the acceptance requirements outlined in number one above plus any additional acceptance requirements.

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 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.

In addition to meeting all other admissions requirements, Florida campus 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 campus 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. An additional background check may also be required during active enrollment prior to practicum or clinical placement depending on site requirements. Any prospective student must also consider their history, lifestyle, and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field. Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer.

## 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 91 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 170 for details.

The Physical Therapist Assistant Associate's Degree program is only offered at the Ocala campus in Florida and the Hennepin/Anoka campus in Minnesota.

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 selected 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. "Undetermined" means that Rasmussen makes no determination whether this program meets the educational requirements for professional licensure and prospective students located in these states cannot enroll in this program.

- **Meets:** MN, WI, ND, SD, IA, FL, GA, AL

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

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; website: <http://www.capteonline.org>. 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 - 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; website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call 352-291-8552 or email Stacy.Campbell@rasmussen.edu.

# 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 to be considered for admission:

1. Meet one of the following requirements:
  - a. Achieve a score on the School of Health Sciences Entrance Exam that is acceptable for admission under the School of Health Sciences Entrance Exam policy.
  - b. HESI A2 (Health Education Systems, Inc Admission Assessment) with a composite score of 75% or higher, dated 24 months or less prior to the expected start date at Rasmussen University and transferred to Rasmussen at the student's expense.
  - c. Conferred associate's or bachelor's degree in a health sciences-related field from an accredited institution of higher learning as recognized by the U.S. Department of Education or by the Council for Higher Education Accreditation (CHEA) awarded within the past five (5) calendar years of the date the student starts in the program with a cumulative GPA of 2.0 or higher.
  - d. Completion of at least 20 quarter credits of college-level health sciences, natural sciences or math coursework completed within the past five (5) calendar years of the date the student starts in the program and with a grade of C or higher in each course. One Composition or Communication course may be applied to meet this requirement. For coursework to be considered, it must comply with Transfer of Credit Policies of the University.

Official transcripts showing either a conferred degree in a health sciences-related field or completion of a minimum of 20 quarter credits of eligible coursework must be received by the University no later than the sixth business day of the first quarter of enrollment or they will be withdrawn.
2. Complete the following prior to being deemed eligible for consideration for admission:
  - Application and enrollment agreement
  - 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 meet one of the acceptance requirements outlined in number one above plus any additional acceptance requirements.

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.

In addition to meeting all other acceptance requirements, Florida campus 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 acceptance requirements, Minnesota campus 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. An additional background check may also be required during active enrollment prior to practicum or clinical placement depending on site requirements. Any prospective student must also consider their history, lifestyle, and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field. Applicants for careers in this field may be subject to pre-

employment screenings such as, but not limited to, criminal background checks, and drug/ or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer.

**GENERAL EDUCATION COURSES**

|                                                      |                                           |   |
|------------------------------------------------------|-------------------------------------------|---|
| Lower Division                                       |                                           |   |
| English Composition (Required course)                |                                           | 4 |
| ENC1101                                              | English Composition+                      |   |
| Communication (Select 1 course)+                     |                                           | 4 |
| Humanities (Select 2 courses)+                       |                                           | 8 |
| Math / Natural Sciences (Required courses)           |                                           | 8 |
| PHA1500                                              | Structure and Function of the Human Body+ |   |
| MAT1222                                              | Algebra+                                  |   |
| Social Sciences (Select 2 courses)+                  |                                           | 8 |
| See page 91 for General Education Course Selections. |                                           |   |

**CORE COURSES**

|                                  |                                                       |     |
|----------------------------------|-------------------------------------------------------|-----|
| Lower Division                   |                                                       |     |
| E242                             | Career Development+                                   | 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 |

\*Self-directed assessment available; see page 170 for details.  
The Radiologic Technology Associate's Degree program is only offered at the Fort Myers and Ocala campuses in Florida and the Eagan 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):

- Eagan campus in Minnesota was granted reaccreditation in 2021 for a period of eight years.
- Fort Myers campus in Florida was granted reaccreditation in 2024 for a period of eight years.
- Ocala campus in Florida was granted reaccreditation in 2023 for a period of eight 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 selected 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. "Undetermined" means that Rasmussen makes no determination whether this program meets the educational requirements for professional licensure and prospective students located in these states cannot enroll in this program.

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

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

## 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 to be considered for admission:

1. Meet one of the following requirements:
  - a. Achieve a score on the School of Health Sciences Entrance Exam that is acceptable for admission under the School of Health Sciences Entrance Exam policy.
  - b. HESI A2 (Health Education Systems, Inc Admission Assessment) with a composite score of 75% or higher, dated 24 months or less prior to the expected start date at Rasmussen University and transferred to Rasmussen at the student's expense.
  - c. Conferred associate's or bachelor's degree in a health sciences-related field from an accredited institution of higher learning as recognized by the U.S. Department of Education or by the Council for Higher Education Accreditation (CHEA) awarded within the past five (5) calendar years of the date the student starts in the program with a cumulative GPA of 2.0 or higher.
  - d. Completion of at least 20 quarter credits of college-level health sciences, natural sciences or math coursework completed within the past five (5) calendar years of the date the student starts in the program and with a grade of C or higher in each course. One Composition or Communication course may be applied to meet this requirement. For coursework to be considered, it must comply with Transfer of Credit Policies of the University

Official transcripts showing either a conferred degree in a health sciences-related field or completion of a minimum of 20 quarter credits of eligible coursework must be received by the University no later than the sixth business day of the first quarter of enrollment or they will be withdrawn.

2. Complete the following prior to being deemed eligible for consideration for admission:
  - Application and enrollment agreement
  - 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 meet one of the acceptance requirements outlined in number one above plus any additional acceptance requirements.

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.

In addition to meeting all other acceptance requirements, Illinois campus applicants must successfully pass a background check through Rasmussen University's chosen third-party vendor. In addition to meeting all other acceptance requirements, Florida campus 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 campus 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. An additional background check may also be required during active enrollment prior to practicum or clinical placement depending on site requirements. Any prospective student must also consider their history, lifestyle, and future actions before enrolling in this program, and carefully consider whether

their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field. Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer.

## 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 91 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 |

|                                  |    |
|----------------------------------|----|
| <b>General Education Credits</b> | 32 |
| <b>Core Credits</b>              | 60 |

**Total Associate's Degree Credits** 92

<sup>+</sup>Self-directed assessment available; see page 170 for details.

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.

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.

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 selected 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. "Undetermined" means that Rasmussen makes no determination whether this program meets the educational requirements for professional licensure and prospective students located in these states cannot enroll in this program.

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

This program requires specific immunizations prior to professional practice experience.

# Practical Nursing | DIPLOMA

Knowledge Credit Self-Directed Assessment Available

## CAREER OPPORTUNITIES

- 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 Entrance Exam Policy.  
  
Alternatively, applicants may provide an official transcript proving a conferred bachelor's degree or higher with a minimum GPA of 2.25 from an accredited institution of higher learning as recognized by the U.S. Department of Education or by the Council for Higher Education Accreditation (CHEA). The official transcript showing the conferred degree must be received by the University no later than the sixth business day of the first quarter of enrollment or they will be withdrawn.
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.

In addition to meeting all other acceptance requirements, Florida campus 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 acceptance requirements, Minnesota applicants enrolled through the Hennepin/Anoka, 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. An additional background check may also be required during active enrollment prior to practicum or clinical placement depending on site requirements. Any prospective student must also consider their history, lifestyle, and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field. Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer.

## GENERAL EDUCATION COURSES

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

## 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 |

|                           |    |
|---------------------------|----|
| General Education Credits | 12 |
| Core Credits              | 44 |
| Total Diploma Credits     | 56 |

\*Self-directed assessment available; see page 170 for details.

The Practical Nursing Diploma is only offered at the Central Pasco, Fort Myers, Ocala, 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. (\*The Hennepin/Anoka campus is an off-campus instructional site of the Eagan, MN, program.)

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. "Undetermined" means that Rasmussen makes no determination whether this program meets the educational requirements for professional licensure and prospective students located in these states cannot enroll in this program. Other licensure eligibility requirements may apply; please verify your eligibility against applicable rules, which may change at any time.

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

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.

Students enrolled in this program who fail or withdraw from a core Nursing course must successfully repeat that same course in the next quarter the course is offered in order to progress in this program. Additionally, 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; for additional information, see the Course Descriptions section.

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.

The Practical Nursing program at Rasmussen University at the:

- 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.
- 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.

- 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 Continuing 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 Continuing 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 Continuing 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

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

## CAREER OPPORTUNITIES

- 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 graduating from 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 Entrance Exam Policy.  
Alternatively, applicants may provide an official transcript proving a conferred bachelor's degree or higher with a minimum GPA of 2.25 from an accredited institution of higher learning as recognized by the U.S. Department of Education or by the Council for Higher Education Accreditation (CHEA). The official transcript showing the conferred degree must be received by the University no later than the sixth business day of the first quarter of enrollment or they will be withdrawn.
- 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.

In addition to meeting all other acceptance requirements, Florida campus 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 acceptance requirements, Illinois, Kansas and Wisconsin campus applicants must successfully pass a background check through Rasmussen University's chosen third-party vendor. At Illinois campuses, an additional background check may also be required during active enrollment prior to practicum or clinical placement depending on site requirements. In addition to meeting all other acceptance 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 acceptance requirements, Minnesota applicants enrolled through 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. An additional background check may also be required during active enrollment prior to practicum or clinical placement depending on site requirements. Any prospective student must also consider their history, lifestyle, and future

actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field. Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer.

## 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>Mathematics</b> (Required course)                   | 4  |
| MAT1222 Algebra <sup>+</sup>                           |    |
| <b>Natural Sciences</b> (Required courses)             | 22 |
| BSC2087C Human Anatomy and Physiology I                |    |
| BSC2089C Human Anatomy and Physiology II               |    |
| CHM1100C General Chemistry                             |    |
| HUN2000 Human Nutrition                                |    |
| MCB2340C General Microbiology                          |    |
| <b>Social Sciences</b> (Required courses) <sup>+</sup> | 8  |
| DEP2004 Human Growth and Development                   |    |
| PSY1012 General Psychology <sup>+</sup>                |    |

See page 91 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 |

|                                         |     |
|-----------------------------------------|-----|
| <b>General Education Credits</b>        | 42  |
| <b>Core Credits</b>                     | 60  |
| <b>Total Associate's Degree Credits</b> | 102 |

<sup>+</sup>Self-directed assessment available; see page 170 for details.

## 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. Rasmussen University defines a current, unencumbered license as a license that is unexpired and has not been reprimanded, stipulated, suspended, revoked, or has any current or prior disciplinary action regardless of current ability to practice. The student's license 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 Course Waiver (CW). Students may also transfer in up to 42 credits of applicable General Education coursework previously completed with a grade of C or higher. Graduates of the Rasmussen University Practical Nursing Diploma program will have eight (8) General Education credits fulfilled based on ENC1101 English Composition and MAT1222 Algebra completed in the Diploma program. Students must pass all remaining coursework in the Professional Nursing Associate's Degree program to earn this degree.

The Professional Nursing Associate's Degree is only offered at the Central Pasco, Fort Myers, North Orlando\*, Ocala, and Tampa/Brandon campuses in Florida; the Aurora/Naperville\*, Mokena/Tinley Park\*, Rockford\*, and Romeoville/Joliet campuses in Illinois, the Overland Park and Topeka\* campuses in Kansas; the 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 a satellite of the Ocala, FL, program; the Aurora/Naperville, IL, Mokena/Tinley Park, IL and Rockford, IL campuses are extension campuses of the Romeoville/Joliet, IL, program; and the Topeka, KS, campus is an off-campus instructional site of the Overland Park, KS, 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. "Undetermined" means that Rasmussen makes no determination whether this program meets the educational requirements for professional licensure and prospective students located in these states cannot enroll in this program. Other licensure eligibility requirements may apply; please verify your eligibility against applicable rules, which may change at any time.

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

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.

Students enrolled in this program who fail or withdraw from a core Nursing course must successfully repeat that same course in the next quarter the course is offered in order to progress in this program. Additionally, 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; for additional information, see the Course Descriptions section.

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.

The associate nursing program at Rasmussen University at the:

- 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.
- 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 Continuing 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 Continuing 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 Continuing Accreditation with Conditions.
- Ocala campus (with a satellite in North 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 Continuing Accreditation with Conditions.
- Effective July 28, 2020, the associate nursing program at Rasmussen University at the Romeoville campus (with extension campuses 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, 2024.
- 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 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.

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>

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

Knowledge Credit Self-Directed Assessment Available

Bachelor of Science Degree

## CAREER OPPORTUNITIES

- 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. Precursor 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 option of the Bachelor of Science in Nursing degree program when they have not yet attended college, have taken college-level courses but do not have a degree, have an associate's degree, or have an advanced degree but do not have a Bachelor's degree. 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 Entrance Exam Policy.  
Alternatively, applicants may provide an official transcript proving a conferred bachelor's degree or higher with a minimum GPA of 2.25 from an accredited institution of higher learning as recognized by the U.S. Department of Education or by the Council for Higher Education Accreditation (CHEA). The official transcript showing the conferred degree must be received by the University no later than the sixth business day of the first quarter of enrollment or they will be withdrawn.
- 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.

In addition to meeting all other acceptance requirements, Kansas and Wisconsin campus applicants must successfully pass a background check through Rasmussen University's chosen third-party vendor. In addition to meeting all other acceptance requirements, Florida campus 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 acceptance requirements, Minnesota campus 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 acceptance 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. An additional background check may also be required during active enrollment prior to practicum or clinical placement depending on site requirements. Any prospective student must also consider their history, lifestyle, and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field. Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer.

## GENERAL EDUCATION COURSES

### Lower Division

|                                                   |    |
|---------------------------------------------------|----|
| <b>English Composition</b> (Required course)      | 4  |
| ENC1101 English Composition <sup>+</sup>          |    |
| <b>Communication</b> (Required course)            | 4  |
| SPC2017 Oral Communication <sup>+</sup>           |    |
| <b>Humanities</b> (Select 2 courses)              | 8  |
| <b>Math / Natural Sciences</b> (Required courses) | 26 |
| BSC2087C Human Anatomy and Physiology I           |    |
| BSC2089C Human Anatomy and Physiology II          |    |
| MAT1222 Algebra <sup>+</sup>                      |    |
| MCB2340C General Microbiology                     |    |
| CHM1100C General Chemistry                        |    |
| HUN2000 Human Nutrition                           |    |
| <b>Social Sciences</b> (Required courses)         | 8  |
| DEP2004 Human Growth and Development              |    |
| PSY1012 General Psychology <sup>+</sup>           |    |

### 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> (Required course)          | 4 |
| STA3215 Inferential Statistics and Analytics <sup>+</sup> |   |
| <b>Social Sciences</b> (Select 2 courses) <sup>+</sup>    | 8 |

See page 91 for General Education Course Selections.

## 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 Degree program. Rasmussen University defines a current, unencumbered license as a license that is unexpired and has not been reprimanded, stipulated, suspended, revoked, or has any current or prior disciplinary action regardless of current ability to practice. The student's license 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 Course Waiver (CW). Students may also transfer in up to 74 credits of applicable General Education coursework previously completed with a grade of C or higher. Graduates of the Rasmussen University Practical Nursing Diploma program will have eight (8) General Education credits fulfilled based on ENC1101 English Composition and MAT1222 Algebra completed in the Diploma program. Students must pass all remaining coursework in the Bachelor of Science in Nursing Degree program to earn this degree.

**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 Judgment                           | 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 Core Credits** 53

**Upper-Division Core Credits** 45

**Upper-Division Nursing Elective Credits** 8

**Total Bachelor's Degree Credits** 180

\*Self-directed assessment available; see page 170 for details.

The BSN Standard Entrance entrance option is only available at the Central Pasco, Fort Myers, North Orlando\*, Ocala, and Tampa/Brandon campuses in Florida; the Topeka\* and Overland Park campuses in Kansas; Bloomington, Eagan\*, Hennepin/Anoka\*, and Mankato\* campuses in Minnesota; and in North Dakota, and Wisconsin. (\*The North Orlando campus is a satellite of the Ocala, FL program; the Topeka campus is a satellite of the Overland Park, KS; and the Eagan, Hennepin/Anoka, and Mankato campuses are satellites of the Bloomington, MN, program).

The Standard Entrance A-BSN and Second Degree A-BSN entrance options of the Bachelor of Science in Nursing program (A-BSN entrance 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 entrance 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 entrance options meet the educational requirements for professional licensure. "Undetermined" means that Rasmussen makes no determination whether this program meets the educational requirements for professional licensure and prospective students located in these states cannot enroll in this program. Other licensure eligibility requirements may apply; please verify your eligibility against applicable rules, which may change at any time.

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

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 and have completed both Human Anatomy and Physiology I and II, may be scheduled for their first Nursing courses according to the approved program course sequence in order to be eligible for financial aid or to attain full-time status.

Students enrolled in this program who fail or withdraw from a core Nursing course must successfully repeat that same course in the next quarter the course is offered in order to progress in this program. Additionally, 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; for additional information, see the Course Descriptions section.

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 baccalaureate degree program in nursing at Rasmussen University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

**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 Degree Program Policy* for more information.

| Bachelor's-Level Course Elective Pool<br>(Two required) | Master's-Level Course Substitution*<br>(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.

# Bachelor of Science in Nursing | SECOND DEGREE ACCELERATED BSN (A-BSN)

Bachelor of Science Degree

CAREER OPPORTUNITIES

- 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 entrance option of the Bachelor of Science in Nursing program when a bachelor's degree has been awarded from an accredited institution of higher learning as recognized by the U.S. Department of Education or the Council for Higher Education (CHEA). Entrants must complete the following steps 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 Entrance Exam Policy.  
  
Alternatively, applicants may provide an official transcript proving a conferred bachelor's degree or higher with a minimum GPA of 2.25 from an accredited institution of higher learning as recognized by the U.S. Department of Education or by the Council for Higher Education Accreditation (CHEA). The official transcript showing the conferred degree must be received by the University no later than the sixth business day of the first quarter of enrollment or they will be withdrawn.
  - 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/Nurse Administrator.

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

In addition to meeting all other acceptance requirements, Kansas and Wisconsin campus applicants must successfully pass a background check through Rasmussen University's chosen third-party vendor. In addition to meeting all other acceptance requirements, Florida campus 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 acceptance requirements, Minnesota campus 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 acceptance 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. An additional background check may also be required during active enrollment prior to practicum or clinical placement depending on site requirements. Any prospective student must also consider their history, lifestyle, and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field. Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer.

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 Judgment                           | 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 Core Credits             | 53  |
| Upper-Division Core Credits             | 45  |
| Upper-Division Nursing Elective Credits | 8   |
| Total Bachelor's Degree Credits         | 180 |

## 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 Degree program. Rasmussen University defines a current, unencumbered license as a license that is unexpired and has not been reprimanded, stipulated, suspended, revoked, or has any current or prior disciplinary action regardless of current ability to practice. The student's license 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 74 credits in successfully completed applicable General Education coursework. Students must pass all remaining coursework in the Bachelor of Science in Nursing Degree program to earn this degree.

**The Second Degree A-BSN entrance option is only available at the Central Pasco, Fort Myers, North Orlando\*, Ocala, and Tampa/Brandon campuses in Florida; the Topeka\* and Overland Park campuses in Kansas; Bloomington, Eagan\*, Hennepin/Anoka\*, and Mankato\* campuses in Minnesota; and in North Dakota, and Wisconsin. (\*The North Orlando campus is a satellite of the Ocala, FL program; the Topeka campus is a satellite of the Overland Park, KS; and the Eagan, Hennepin/Anoka, and Mankato campuses are satellites of the Bloomington, MN, program).**

The Standard Entrance A-BSN and Second Degree A-BSN entrance options of the Bachelor of Science in Nursing program (A-BSN entrance 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 entrance 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 entrance options meet the educational requirements for professional licensure. "Undetermined" means that Rasmussen makes no determination whether this program meets the educational requirements for professional licensure and prospective students located in these states cannot enroll in this program. Other licensure eligibility requirements may apply; please verify your eligibility against applicable rules, which may change at any time.

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

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 and have completed both Human Anatomy and Physiology I and II, may be scheduled for their first Nursing courses according to the approved program course sequence in order to be eligible for financial aid or to attain full-time status.

Students enrolled in this program who fail or withdraw from a core Nursing course must successfully repeat that same course in the next quarter the course is offered in order to progress in this program. Additionally, 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; for additional information, see the Course Descriptions section.

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 baccalaureate degree program in nursing at Rasmussen University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

## 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 Degree Program Policy* for more information.

| Bachelor's-Level Course Elective Pool<br>(Two required) | Master's-Level Course Substitution*<br>(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.



# Bachelor of Science in Nursing | RN to BSN

Knowledge Credit Self-Directed Assessment Available

Bachelor of Science Degree  
Fully online program

## CAREER OPPORTUNITIES

- 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. Rasmussen University defines a current, unencumbered license as a license that is unexpired and has not been reprimanded, stipulated, suspended, revoked, or has any current or prior disciplinary action regardless of current ability to practice.
- 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.
- 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. An additional and different background check may also be required during active enrollment prior to practicum or clinical placement depending on site requirements. An additional background check may include components that are different than those originally checked at the time of admissions. Any prospective student must also consider their history, lifestyle, and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field. Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer.
- 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 graduated from 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 68 credits in transfer to this program based on licensure, and up to 42 additional transfer credits may be awarded based on previously completed applicable lower-division General Education coursework with a grade of C or higher.
- If incoming lower-division General Education credits total fewer than 42 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)

Up to 24 additional upper-level proficiency transfer credits may be awarded applicable to upper-level General Education course requirements. A maximum of 134 transfer credits may be awarded for this program. A student must achieve a documented total of 180 credits (110 Lower Division and 70 Upper Division) in order to graduate from the BSN program.

**GENERAL EDUCATION COURSES**

## Upper Division

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

See page 91 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 Judgment 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<sup>+</sup>Self-directed assessment available; see page 170 for details.

This is an Empowered Learning Competency-Based Education (CBE) program. All courses are offered only as CBE courses, and only self-directed assessment and CBE courses may be selected to fulfill General Education electives within this program.

**This online program is not available to residents of all states. Please speak with an 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 baccalaureate degree program in nursing at Rasmussen University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

**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 Degree 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 | PROFESSIONAL SPECIALIZATIONS

Empowered Learning Competency-Based Education Program

Master of Science Degree (MSN)

Fully online program

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

## CAREER OPPORTUNITIES

### Healthcare Technology, Simulation, and Informatics Specialization:

- 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 Specialization:

- Faculty Role
- Leadership Position in an Academic Setting
- Staff Development
- Director of Education

### Nursing Leadership and Administration Specialization:

- 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 issued by a board of nursing from the state where clinical hours will be completed. Rasmussen University defines a current, unencumbered license as a license that is unexpired and has not been reprimanded, stipulated, suspended, revoked, or has any current or prior disciplinary action regardless of current ability to practice.
- 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. An additional and different background check may also be required during active enrollment prior to practicum or clinical placement depending on site requirements. An additional background check may include components that are different than those originally checked at the time of admissions. Any prospective student must also consider their history, lifestyle, and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field. Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer.

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 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 |

|                     |           |
|---------------------|-----------|
| <b>Core Credits</b> | <b>28</b> |
|---------------------|-----------|

|                               |           |
|-------------------------------|-----------|
| <b>Specialization Credits</b> | <b>20</b> |
|-------------------------------|-----------|

|                                      |           |
|--------------------------------------|-----------|
| <b>Total Master's Degree Credits</b> | <b>48</b> |
|--------------------------------------|-----------|

This program and its specializations are not available to residents of all states. Please speak with an Admissions 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.

Master of Science in Nursing students must demonstrate successful completion of a college-level Statistics course as a prerequisite or corequisite 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's degree program in nursing at Rasmussen University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

# Master of Science in Nursing | NURSE PRACTITIONER SPECIALIZATIONS

Empowered Learning Competency-Based Education Program

Master of Science Degree (MSN)

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

## CAREER OPPORTUNITIES

### Adult-Gerontology Primary Care Nurse Practitioner Specialization:

- 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 Specialization:

- 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 Specialization:

- 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 Specialization:

- 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 issued by a board of nursing from the state where clinical hours will be completed. Rasmussen University defines a current, unencumbered license as a license that is unexpired and has not been reprimanded, stipulated, suspended, revoked, or has any current or prior disciplinary action regardless of current ability to practice.
- 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. An additional and different background check may also be required during active enrollment prior to practicum or clinical placement depending on site requirements. An additional background check may include components that are different than those originally checked at the time of admissions. Any prospective student must also consider their history, lifestyle, and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field. Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer.

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 SPECIALIZATION****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 |
| NGR6250 | Advanced Primary Care of the Pediatric Patient II                 | 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

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

MSN students must demonstrate successful completion of a college-level Statistics course as a prerequisite or corequisite 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. "Undetermined" means that Rasmussen was unable to determine, after reasonable efforts, whether the program meets the educational requirements for professional licensure. Other licensure requirements may apply; please verify your eligibility against applicable rules, which can change at any time.

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

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.**

# Nursing | POST-GRADUATE CERTIFICATE

## Empowered Learning Competency-Based Education Program

### Post-Graduate Certificate

Fully online program

All courses in these programs are competency-based education (CBE) courses

### CAREER OPPORTUNITIES

#### Healthcare Technology, Simulation, and Informatics Specialization:

- 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 Specialization:

- Faculty Role
- Leadership Position in an Academic Setting
- Staff Development
- Director of Education

#### Nursing Leadership and Administration Specialization:

- Chief Nursing Officer
- Director of Nursing
- Nurse Manager
- Nurse Administrator
- Health Policy Strategist
- Nurse Executive
- Nurse Compliance Inspector

### OBJECTIVE

#### Post-Graduate Certificate - Healthcare Technology, Simulation, and Informatics

Students who complete this program are prepared to evaluate health technology to determine current and future healthcare innovations, integrate simulation-based education into various settings, and examine the design and application of healthcare information systems. They possess the knowledge and skills to evaluate usability, functionality, and sustainability for the end-user of healthcare technology and innovations. This advanced knowledge prepares students to examine interoperability for ethical, secure information sharing, and design simulation experiences integrating principles of best practice, and evaluate connected healthcare for healthcare consumers and healthcare team members.

#### Post-Graduate Certificate - Nursing Education

Students who complete this program are prepared to function in the role of the nurse educator within a variety of settings. The students are equipped with the knowledge and skills to foster positive learning environments, uphold academic standards, develop reliable and valid tools for evaluation and participate in curriculum design and course development. The post-graduate certificate program provides opportunities to explore current trends and impact the future of nursing education.

#### Post-Graduate Certificate - Nursing Leadership and Administration

Students who complete this program are prepared to integrate meaningful communication into partnerships focused on the patient experience. This post-graduate certificate provides students with the knowledge and skills to advocate for a diverse, resilient workforce, manage resources to sustain healthcare outcomes, and develop a vision to guide change and pursue innovation. They are prepared to navigate complex healthcare environments using evidence, business principles, and self-reflection to guide challenging, multifaceted decisions.

### 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 issued by a board of nursing from the state where clinical hours will be completed. Rasmussen University defines a current, unencumbered license as a license that is unexpired and has not been reprimanded, stipulated, suspended, revoked, or has any current or prior disciplinary action regardless of current ability to practice.
- 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.

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. 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 program-specific 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. An additional and different background check may also be required during active enrollment prior to practicum or clinical placement depending on site requirements. An additional background check may include components that are different than those originally checked at the time of admissions. Any prospective student must also consider their history, lifestyle, and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field. Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer.

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.

**CHOOSE ONE OF THE FOLLOWING POST-GRADUATE CERTIFICATE PROGRAMS**

## Graduate Division

**Post-Graduate Certificate-Healthcare Technology, Simulation, and Informatics**

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

**Total Post-Graduate Certificate Credits** 16

**Post-Graduate Certificate-Nursing Education**

|         |                                           |   |
|---------|-------------------------------------------|---|
| 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 |

**Total Post-Graduate Certificate Credits** 16

**Post-Graduate Certificate-Nursing Leadership and Administration**

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

**Total Post-Graduate Certificate Credits** 16

**These programs are not available to residents of all states. Please speak with an Admissions Advisor to determine your eligibility for enrollment.**

These Post-Graduate Certificate programs 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.

**These programs are NOT eligible for participation in Title IV federal student aid programs.**

# Nursing | POST-GRADUATE CERTIFICATE – NURSE PRACTITIONER

## Empowered Learning Competency-Based Education Program

### Post-Graduate Certificate

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

### CAREER OPPORTUNITIES

- Emergency Departments
- Clinics
- Private Practice
- Schools
- Academia

### Additional career opportunities for Adult Gerontology Primary Care, Family and Pediatric Primary Care specializations:

- Telehealth Services
- Nurse-Managed Health Centers
- Home Health Care
- Community Health Centers
- Mental and Behavioral Health Services

### Additional career opportunities for Psychiatric Mental Health specialization:

- Hospitals
- Behavioral Health Facilities

### OBJECTIVE

Students who complete the Post-Graduate Certificate – Nurse Practitioner program are prepared to provide socially just, culturally responsive, advanced nursing practice and to serve as ethical, safe, holistic and innovative leaders of healthcare. As advanced 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 healthcare 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 issued by a board of nursing from the state where clinical hours will be completed. Rasmussen University defines a current, unencumbered license as a license that is unexpired and has not been reprimanded, stipulated, suspended, revoked, or has any current or prior disciplinary action regardless of current ability to practice.
- 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.

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. 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 program-specific 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. An additional and different background check may also be required during active enrollment prior to practicum or clinical placement depending on site requirements. An additional background check may include components that are different than those originally checked at the time of admissions. Any prospective student must also consider their history, lifestyle, and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field. Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer.

Drug testing, proof of current immunizations, and proof of current CPR certification are not entrance or acceptance requirements for this program. However, students must submit proof of current immunizations, TB testing and standard non-employee requirements to pass the clinical prerequisite course. Based on specialization, the clinical prerequisite course is NGR6650 Advanced Primary Care of the Adult and Older Adult II, NGR6234 Reproductive Health of the Family, NGR6350 Advanced Primary Care of the Pediatric Patient II or NGR6502 Psychiatric Mental Health Treatment Modalities. 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 |

**CHOOSE ONE OF THE FOLLOWING POST-GRADUATE CERTIFICATE 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 II                 | 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 Diagnostic 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 |

|                               |           |
|-------------------------------|-----------|
| <b>Core Credits</b>           | <b>12</b> |
| <b>Specialization Credits</b> | <b>41</b> |

|                                                |           |
|------------------------------------------------|-----------|
| <b>Total Post-Graduate Certificate Credits</b> | <b>53</b> |
|------------------------------------------------|-----------|

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

This Post-Graduate Certificate 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.

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. "Undetermined" means that Rasmussen was unable to determine, after reasonable efforts, whether the program meets the educational requirements for professional licensure. Other licensure requirements may apply; please verify your eligibility against applicable rules, which can change at any time.

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

In addition to the practicum experiences, this program requires a one-weekend on-campus residency.

The Post-Graduate APRN Certificate program at Rasmussen University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

**This Post-Graduate Certificate program is NOT eligible for participation in Title IV federal student aid programs.**

# Doctor of Nursing Practice

## Empowered Learning Competency-Based Education Program

Doctor of Nursing Practice (DNP)  
All courses in this program are competency-based education (CBE) courses

### CAREER OPPORTUNITIES

- Chief Nursing Officer
- Director of Nursing
- Nursing Administrator
- 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 Registered Nurse (APRN)
- Advanced Practice Nurse (APN)
- 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 issued by a board of nursing from the state where clinical hours will be completed. Rasmussen University defines a current, unencumbered license as a license that is unexpired and has not been reprimanded, stipulated, suspended, revoked, or has any current or prior disciplinary action regardless of current ability to practice.
- 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 Dean of Post-Licensure 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 Dean of Post-Licensure 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.

In addition to meeting all other acceptance requirements, applicants to this program must successfully complete and pass a criminal background check through Rasmussen University's chosen third-party vendor. An additional and different background check may also be required during active enrollment prior to practicum or clinical placement depending on site requirements. An additional background check may include components that are different than those originally checked at the time of admissions. Any prospective student must also consider their history, lifestyle, and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training may be required to obtain employment in this field. Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer.

### 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 |
| NGR8768 | Professional Identity Development           | 4 |
| NGR8911 | DNP Project I                               | 5 |
| NGR8912 | DNP Project II                              | 5 |
| NGR8913 | DNP Project III                             | 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 |

### 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 |

#### Major and Core Credits

39

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

0-15

#### Specialization Credits

9

#### 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 available in all states.

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.

The Doctor of Nursing Practice program at Rasmussen University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

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

# General Education Course Selections

See specific course requirements on program pages

## LOWER DIVISION

### English Composition

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

### Communication

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

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

### Math

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

### Natural Sciences

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  
MCB2340C General Microbiology 4  
PHA1500 Structure and Function of the Human Body<sup>+</sup> 4

### Social Sciences

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

COM3000 Conflict Management<sup>++</sup> 4  
*COM3278 Explorations of Human and Computer Languages* 4  
ENC3311 Advanced Composition 4  
*MMC3407 Visual Communication in the Media<sup>+</sup>* 4

### Humanities

AML3041 American Literature 4  
*ART3477 Art in the World and the Workplace* 4  
HUM4000 The Science of Learning<sup>++</sup> 4  
HUM4050 Diversity, Equity, and Inclusion<sup>++</sup> 4  
LIT3382 Modern World Literature 4  
*PHY4060 Understanding Ourselves Through Physics* 4  
POT4001 Political Thought 4

### Math

*MAD3300 Discrete Mathematics* 4  
*MAT3172 The Mathematics of Games* 4  
*STA3215 Inferential Statistics and Analytics<sup>+</sup>* 4

### Natural Sciences

*EVR3410 Human Uses of the Environment* 4

### Social Sciences

AMH3304 Visions of America Since 1945 4  
CP04003 Comparative Politics 4  
*ECO3250 Managerial Economics* 4  
*PSY3738 The Psychology of Social Media* 4  
REL3308 Contemporary World Religions 4  
SSC3000 The Psychology of Teams<sup>++</sup> 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 170.

The "++" symbol following a title indicates an offering is available only as a self-directed assessment. A traditional faculty-led course is not available.

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 is a required General Education course in some programs (see program pages for details).

**GENERAL EDUCATION COURSE SELECTIONS****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.

**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.

**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.

**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.

### 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 Executive 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 Corequisites

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 corequisite must be taken concurrently with the corequisite 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 corequisite, 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 corequisite must either be previously completed with a passing grade or taken concurrently with the course listing the pre- or corequisite.

Prerequisites and corequisites may be waived in unusual circumstances only with the approval of the Associate Dean or Dean. It is the responsibility of students for knowing and adhering to pre- and corequisite requirements.

## COURSE DESCRIPTIONS

**ACG1022 Financial Accounting I****40 hours, 4 credits**

This course introduces accounting concepts and their business relationships. The accounting cycle is covered, focusing on general journal transactions and financial statements for service and merchandising businesses. Other topics covered include inventory valuation methods, bank reconciliation, and internal control concepts.

Prerequisite: None

**ACG1033 Financial Accounting II****40 hours, 4 credits**

Financial Accounting II will expand on the concepts in Financial Accounting I. The corporate accounting concepts covered include treatment of fixed assets and receivables, issuing and investing in debt and equity securities, financial and cash flow analysis, and decision making. The course emphasizes financial statement analysis for corporations.

Prerequisite: ACG1022 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: ACG1033 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.

Accounting Bachelor's Degree Prerequisite: None

Finance Bachelor's Degree Prerequisites: 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, 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: ACG3080 Managerial Accounting Theory and Practice; ACG3085 Advanced Auditing Concepts and Standards

**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.

Prerequisite: 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: ACG3246 Intermediate Financial Accounting I (suggested, not required)

**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 introduces cost concepts and behaviors, including cost analysis for decision making and fundamentals of cost management. Other topics covered include the study of manufacturing cost accounts and reports, job order costing, and processing costing.

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: ACG3246 Intermediate Financial Accounting I; ACG3256 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

**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

**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: ENC1101 English Composition; LIT2000 Introduction to Literature

**APA1500 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: ACG1022 Financial Accounting I

**ART1200C Sketching for Designers**  
**40 hours, 3 credits**

Students in this course will develop fundamentals 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, as well as 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**

Practical mathematics deals with numerical literacy (making sense of numbers), statistical literacy (making decisions with probabilities), data visualization (interpreting graphs and understanding percentages), and analytical reasoning (understanding basic algebra), and applications to real-world word problems in algebra and statistics. This course covers topics in problem solving and number theory.

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, including microscopic observation, experimentation, study of anatomical models, and dissection activities.

Pre- or corequisite: PHA1500 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, 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**

This is an introductory course designed to provide foundational knowledge of the criminal justice system. The course explores the different components of the criminal justice system and the role of professionals involved with emphasis on professional communications. It examines the sources and the purposes of law as an effort to regulate behavior in an organized society. Topics include elements of a criminal offense, the function and purpose of law enforcement, the structure of the judicial system, and the steps of a criminal case from investigation to conviction and appeal. It also examines the purposes and types of punishments and unique aspects of the juvenile 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

## COURSE DESCRIPTIONS

**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: CCJ1000 Introduction to Criminal Justice

**CCJ2170 Practical Psychology for the Criminal Justice Professional****40 hours, 4 credits**

This course explains how principles of psychology relate to the criminal justice field. It explores emotional intelligence as it relates to the criminal justice professional and those impacted by the system. This course describes the strategies of professionals to manage stress and identify biases that may impact decision making. It explains how psychology supports better responses to witnesses and victims, and how psychological approaches are used to manage and treat correctional populations.

Prerequisites: CCJ1000 Introduction to Criminal Justice; PSY1012 General Psychology

**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: CCJ1000 Introduction to Criminal Justice

**CCJ2930 Contemporary Issues in Criminal Justice Capstone****40 hours, 4 credits**

This course is designed to measure understanding of the history of the U.S. criminal justice system, the principles of criminal law, the evolution of law enforcement, the structure of the court and correctional systems, and the elements of the juvenile justice system. It provides opportunities to demonstrate mastery of related concepts and skills.

Prerequisites: CCJ1000 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 corequisite: 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, and 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

**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 rudimentary computer programs using pseudo-code.

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: CIS1648C Hardware and Software II

**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: CNT1244C 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; QMB1311C Python Programming

**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.

Pre- or corequisite: CNT1244C 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.

Pre- or corequisite: CDA3515C 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.

Prerequisites: CEN3350C Software Engineering; CGS1820C Introduction to HTML

**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, as well as how 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

**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: CNT1244C 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: CNT1244C 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: CIS1538C 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: CIS1648C Hardware and Software II

## COURSE DESCRIPTIONS

**CIS2647C Windows Directory Services****60 hours, 4 credits**

In-depth coverage of the skills necessary to install, configure, and administer Network Directory service.

Prerequisite: CIS1710C 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

**CIS2990C 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

**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: CNT3003 Advanced Network Security; CNT3126 Advanced Networking

**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.

Prerequisite: ISM4470C Information Technology Project Management II.

**CIS4028C Cryptography and Traffic Analysis****60 hours, 4 credit**

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: 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: 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: CIS4028C 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, 4 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: CIS4028C Cryptography and Traffic Analysis

**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: CCJ1000 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: CCJ1000 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: CCJ1000 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: CJE1006 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: CCJ1000 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: CJE1775 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

**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.

Prerequisite: 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.

Prerequisite: CJE2566 Ethics and Psychology for Law Enforcement Professionals; or enrolled in Certificate program

**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.

Prerequisite: 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: CJK2124 Firearms I: Fundamentals of Armed Police Response

## COURSE DESCRIPTIONS

**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.

Prerequisite: CJ2566 Ethics and Psychology for Law Enforcement Professionals; or enrolled in Certificate program

**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: CJK2339 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.

Prerequisite: CJ2566 Ethics and Psychology for Law Enforcement Professionals; or enrolled in Certificate program

**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: CCJ1000 Introduction to Criminal Justice; or enrolled in Certificate program

**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: CCJ1000 Introduction to Criminal Justice; or enrolled in Certificate program

**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: CJK2081 Traffic Enforcement: Managing Traffic Violators; CJK2124 Firearms I: Fundamentals of Armed Police Response; CJK2339 Use of Force I: From Empty Hands to TASERS; CJK2563 Crime Scene Response: The Real CSI; or enrolled in Certificate program

**CJL1381 Criminal Law and Procedures: Crime and the Courtroom**  
**40 hours, 4 credits**

This course introduces definitions and terminology of criminal law and procedural elements of prosecution of a criminal case. Students will examine prosecution of criminal cases in the federal and state court system. They will study crimes against persons, property, against public order, public health and safety, and defenses that may be raised in a criminal case. This course will prepare students to explore suspect's procedural rights at all steps of a criminal case.

Prerequisite: CJ21006 Policing in America

**CJL1552 Introduction to Criminal Law**  
**40 hours, 4 credits**

This course examines substantive criminal law and elements of criminal behavior. Students will assess circumstances that may excuse criminal responsibility and common law principles. Students will also differentiate types of person and property crimes and examine crimes against the state and moral values.

Prerequisite: CCJ1000 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: CJL1552 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

**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

**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.

Pre- or corequisite: CIS1648C Hardware & Software II

**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 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: CNT1244C Introduction to Networks; or MCSA Networking with Windows Server 2016 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.

Prerequisite: 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 (VDS), 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.

Prerequisites: CNT1244C Introduction to Networks; CNT3126 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: CIS4189C Risk Management and Business Continuity

**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**  
**40 hours, 4 credits**

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: CDA1202 Foundations of Software Design

**COP1350C C++ Programming**  
**60 hours, 4 credits**

This course is designed to teach the student C++ programming utilizing object-oriented terminology. C++ expressions, decisions, and loops within the C++ realm are explored and practiced. This course ends with an analysis of functions and classes and how these elements are used in different programming projects.

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: CGSI820C 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 Associate's Degree Prerequisite: COP1044C Introduction to Object-Oriented Programming

Computer Science Bachelor's Degree 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: COP1350C 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: COP1044C 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: COP2350C Advanced 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: COP1532C Database Fundamentals for Programmers

**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.

Prerequisite: 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.

Prerequisite: None

**COP3230C 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.

Prerequisite: COP3805C Advanced Java Programming

**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

## COURSE DESCRIPTIONS

**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.

Prerequisite: 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: CDA1330C Operating Systems

**CTS2511 Excel****40 hours, 3 credits**

This course is designed to investigate the applications and concepts available in Microsoft Excel. Students will be introduced to electronic spreadsheet features ranging from data input and manipulation to formulas, functions and charting. Students will also learn how to use Excel to conduct basic data analysis.

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 of computing innovation throughout the major industry sectors, and their impact on people, society, and business. Topics include the positive, negative, and unexpected impacts of emerging technologies on society and business, the challenges that disruptive technologies present, legal and ethical issues as a result of emerging trends in technology, and tools and techniques used to predict emerging trends.

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: CNT1020C Networking Fundamentals for Programmers

**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

**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.

Pre- or corequisite: PGY1300C Digital Photography and Image Editing

**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**

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

**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 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

**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.

Prerequisite: None

**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: None

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

This perspective 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.

Pre- or corequisite: 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.

Pre- or corequisite: EEC1971 Early Childhood Education Exploration II: Planning

**EEC2213 Language and Literacy Acquisition**  
**40 hours, 4 credits**

Students will explore how children develop language and literacy skills as both single and dual language learners. Students will learn typical language and speech acquisition patterns, supportive practices for language acquisition and to support inclusion of dual-language learners in group settings. Students will also explore how to promote the development of literacy skills and behaviors for our youngest children.

Prerequisite: EEC1700 Foundations of Child Development

**EEC2225 Guiding Children's Behavior**  
**40 hours, 4 credits**

Students will explore how to use positive behavior guidance practices in the early childhood setting, with an emphasis on culturally responsive supports, trauma sensitivity and powerful interactions. Students will discuss how educators and adults can promote self-regulation and incorporate positive behavior practices into their everyday work with children's social-emotional development.

Prerequisite: None

**EEC2270 Introduction to English Language Learners**  
**40 hours, 4 credits**

Students will explore effective ways to support English language learners in our increasingly diverse population of young children and families. Students will consider language and speech development from both an English and dual-language learner perspective, as well as the promotion of supportive environments and activities. Additionally, students will consider how personal biases may influence interactions and behavior towards children and families of English language learners.

Prerequisite: EEC1700 Foundations of Child Development

**EEC2271 Curriculum and Instruction for Children with Special Needs**  
**40 hours, 4 credits**

Students will explore strategies to adapt developmentally appropriate curriculum and collaborate with families and professionals to support developmental goals for children with special needs. Topics include creating inclusive learning environments, differentiating instruction, using assessment data to establish curriculum, and assessing the progress of children with special needs.

Prerequisite: EEC1202 Early Childhood Education Curriculum and Instruction

## COURSE DESCRIPTIONS

**EEC2272 The Inclusive Classroom**  
**40 hours, 4 credits**

Students will learn strategies for promoting and supporting an inclusive learning environment. Students will explore how inclusion occurs with children with physical and cognitive needs, dual-language learners, children from diverse cultures, economic backgrounds, and gender identity. Students will consider environmental and policy adaptations and explore how educators support the development of all young children in an inclusive early childhood setting.

Prerequisite: EEC1700 Foundations of Child Development

**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

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

This course will focus on a family's influence on their child's development and how early educators can support families with effective, responsive engagement practices. The course will explore how cultural, economic, and societal factors influence a family's structure and systems, parenting preferences, values, and engagement in their child's development and learning. Strategies for how educators can support a family's success through communication, developmentally appropriate practices, ethics and active involvement in early childhood education programs will be explored.

Prerequisite: None

**EEC2403 Advocating for Children with Special Needs**  
**40 hours, 4 credits**

Students will explore types and components of advocacy, especially when supporting exceptional children and their families. Students will consider how to advocate for an individual child or family, a community or group of children or at a regional or national level. Students will examine their own perspectives and role in supporting and advocating for young children with exceptional needs and their families.

Prerequisite: EEC1700 Foundations of Child Development

**EEC2500 Infant and Toddler Development**  
**40 hours, 4 credits**

In this course, students will explore the developmental continuum for children from birth to 3 years of age in the physical, cognitive, language, social and emotional domains. Theories regarding attachment and temperament will be discussed along with how those theories interact with development. Students will explore how development guides environmental, curriculum and care decisions in infant/toddler group childcare.

Prerequisite: EEC1700 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: None

**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

**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 Communication and Connections in Early Childhood Education**  
**40 hours, 4 credits**

This course examines the best formal and informal communication practices with children, families, and professionals. Using a lens of diversity and inclusion, this course will examine strategies for developing positive communication strategies among families, colleagues, and communities within the early childhood setting. Students will learn specific tools to promote and enhance communication, including tools to increase communication, resolve conflicts, and develop the team within the setting.

Prerequisite: None

**EEC3007 Organizational Management in Early Childhood Education**  
**40 hours, 4 credits**

This course provides a foundation for operational management of high-quality early childhood programs. Students will experience practical application related to policies, procedures, budgets, personnel management and planning in the context of establishing best practices for children and families. Students will assess strategies for continual program improvement, including licensing, accreditation, and quality rating assessments.

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 explore how a program's role in supporting families has evolved and the major social issues contemporary families face. This course emphasizes resiliency by strengthening families through an anti-bias, family-centered approach to 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 Early Childhood Education 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**

In this course, students will explore technology use as a part of the world in which children, families, and early childhood professionals live. Students will explore how Universal Design for Learning Principles and developmentally Appropriate Practices relate to the use of technology in early childhood programs. Using the Department of Education's Guiding Principles for Use of Technology with Early Learners, students will explore how technology can be a tool for learning, can increase access to learning for all children, and can strengthen relationships. Students will also gain experience with technology tools integral to their future work in the virtual education world.

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 grow. Topics include the connection between health, safety and nutrition practices, maltreatment of children and protective factors, the importance of healthy nutrition and implementing safe practices for play. This course will prepare students to recognize development as a continuum and to create and implement healthy and safe practices with all 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

**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

**EEC3407 Planning with a Purpose**  
**40 hours, 4 credits**

Students will explore how to be responsive to young children's learning pathways and the needs of each child by incorporating differentiated instruction and play as core teaching practices. Students will incorporate developmentally appropriate practices and evidence-based teaching strategies that reflect the principles of Universal Design for Learning and supporting all children ages birth to age 8.

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 their Families**  
**40 hours, 4 credits**

This course is a comprehensive approach to supporting children with exceptional needs. Content will explore the importance of caring for all children with exceptional needs; including diagnosed and undiagnosed special needs, children who are gifted, neurodivergent, and dual-language learners. Supporting and advocating for the needs of children and their families will be addressed along with an exploration of the history, laws and provisions supporting children with special needs in group childcare and education settings.

Prerequisite: None

**EEC4485 Early Childhood Education Advocacy, Research and Policy**  
**40 hours, 4 credits**

This course explores trends in the early childhood education field. Students will examine current research and national, local and legislative policies. Students will analyze research and the effects on early childhood care and education. Advocacy strategies and skills will be explored as students set goals for future engagement in the early childhood education profession.

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 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

**EEX2010 The Exceptional Child**  
**40 hours, 4 credits**

This course explores the importance of inclusion in early childhood settings. Students will develop an understanding of the characteristics of exceptional child development, including psychological, sociological, and medical aspects of diagnosed disabilities, delays, and neurodivergence. Students will identify stakeholders influencing exceptional development and their roles as resources in support of the child and their families.

Prerequisite: EEC1700 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: ENC1101 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: ENC1101 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

## COURSE DESCRIPTIONS

**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: GEB3020 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.

Prerequisite: FIN3247 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

**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

**GEB1011 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

**GEB2444 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

**GEB2888 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

**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

**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.

Pre- or corequisite: GRA1700C Elements and Principles of Graphic Design

**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.

Prerequisite: 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.

Pre- or corequisite: GRA1700C Elements and Principles of Graphic Design

**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.

Prerequisites: GRA1206C Typography; GRA1600C Color Theories and Applications

**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.

Pre- or corequisite: 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

## COURSE DESCRIPTIONS

**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: GRA1600C 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: GRA1700C Elements and Principles of Graphic Design

**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: GRA1600C Color Theories and Applications

**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 corequisites: 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 corequisite: HIM2224C Health Information Pathophysiology and Pharmacology

**HIM126C 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 corequisite: 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

Pre- or corequisite: 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: HSA1022 Foundations of Medical Administration; HSC1531 Medical Terminology; PHA1500 Structure and Function of the Human Body

**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: HSC1531 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: CGS1240 Computer Applications and Business Systems Concepts; HIM2000 Introduction to Health Information Management

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

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

**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

Pre- or corequisite: 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: Must have passed 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: Must have passed all other HIT associate courses; Must be completed in student's final quarter

**HIM3001 Information and Communication Technologies  
40 hours, 4 credits**

This lab-based course explores 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: HIM3304 Financial Management of Health Information Services; HIM3810 Human Resource Management in Health Information

## COURSE DESCRIPTIONS

**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

**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.

Prerequisite: 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

**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

**HIM4135 Advanced Revenue Cycle Management**  
**40 hours, 4 credits**

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

Corequisite: 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: Must have passed all other HIM bachelor courses; Must be completed in student's final quarter

Corequisite: HIM4945 Professional Practice Experience in Health Information Management

**HS1022 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 corequisite: HSC1531 Medical Terminology

**HS1050 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

**HS1146 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.

Prerequisites: HS1022 Foundations of Medical Administration; HSC1531 Medical Terminology

**HS1683 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: HS1022 Foundations of Medical Administration

**HS2117 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

**HS2264 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.

Prerequisites: HSA1022 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: HSA3110 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.

Prerequisite: 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

**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: HSA3110 Introduction to Healthcare Administration

**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.

Prerequisite: None

**HSA4124 International Healthcare**  
**40 hours, 4 credits**

In this course, students will compare and contrast foreign healthcare services and systems, focusing on cultural, geographic, environmental, economic, and political factors.

Prerequisite: HSA3110 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: HSA3110 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.

Prerequisite: 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.

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

**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

**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

## COURSE DESCRIPTIONS

**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

**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: HSC1531 Medical Terminology

**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: HSC1531 Medical Terminology

**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: PHA1500 Structure and Function of the Human Body

**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: This course should be taken in the student's second quarter

**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: HUS1001 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

**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: SYG1000 Introduction to Sociology

**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: PSY1012 General Psychology

**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

## COURSE DESCRIPTIONS

### 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: HUS3130 Theoretical Approaches to Service Delivery

### HUS3270 Working with Special Populations

40 hours, 4 credits

This course presents the principles and concepts of vulnerability as it relates to helping professions and Human Services. This course offers a general framework to study vulnerable populations and a comprehensive overview of risk factors for vulnerability and consequences of disparities in the United States. Through self-reflection, students will develop the knowledge and skills necessary to work with vulnerable populations by adapting strategies to meet the needs of diverse populations.

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 demonstrate understanding of the basic scientific method. Students will identify basic types of research including descriptive, correlational and experimental. Students will develop a basic experimental or correlational study. They will critically evaluate a variety of published studies. Students will be introduced to data gathering techniques such as survey direct observation and sampling. Students will locate relevant studies for the clinical and community intervention. Students will develop basic research questions and formulate null and alternative hypotheses. They will develop basic research methods for evaluating the hypotheses, demonstrating how to reject and fail to reject each.

Prerequisites: HUS3130 Theoretical Approaches to Service Delivery; HUS3260 Dynamics of Human Ecosystems

### HUS4140 Practical Application of Assessment and Evaluation

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

### 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: HUS4140 Practical Application of Assessment and 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 program. Students will integrate the knowledge and skills gained to demonstrate achievement of the program outcomes. This course will provide students with an opportunity to integrate learning, skills, and knowledge from the Human Services Program in the form of a Capstone Project. Through case analysis, class discussion, reflective exercises and a research project, students will synthesize and demonstrate their understanding of core Human Services concepts via completion of a Capstone project approved by the instructor. 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.

Prerequisites: HUS3000 Ethics and Professionalism in Human Services; HUS4130 Research Methodology in Human Services; 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: CET2660C 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: CTS2511 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.

Prerequisite: 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.

Information Technology Management Bachelor's Degree and Information Technology Project Management Certificate Prerequisites: CDA3626C Information Technology Systems Design; CTS2511 Excel

Business Management Bachelor's Degree Prerequisite: GEB3422 Business Project Management

**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: ISM3110C 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: ISM3255C 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 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

**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

**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

## COURSE DESCRIPTIONS

**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; ENC1101 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**

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

**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

**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: Expected to be completed 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: GEB2444 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: MAR2011 Principles of Marketing

## COURSE DESCRIPTIONS

**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

**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 introduces students to algebraic terminology and applications. Students will gain experience with real number operations, variables, linear equations, polynomials, integer exponents, graphs, factoring, radical expressions, quadratic equations, and rational expressions.

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

**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: HSC1531 Medical Terminology; BSC2087C Human Anatomy and Physiology I or PHA1500 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 and 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.

Prerequisites: HSC1531 Medical Terminology; MEA1350 Fundamentals in Clinical Techniques; PHA1500 Structure and Function of the Human Body

**MEA1570 Clinical Laboratory Applications and 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: HSC1531 Medical Terminology; MEA1350 Fundamentals in Clinical Techniques; PHA1500 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: BSC2087C Human Anatomy and Physiology I or PHA1500 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).

Corequisites: 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: Must have passed all Medical Assisting core courses except E242 Career Development

Corequisite: MEA2820 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: Must have passed all Medical Assisting core courses except E242 Career Development

Corequisite: MEA2820 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: HSC1531 Medical Terminology; MAT1222 Algebra; MLT1728 Introduction to Chemistry; PHA1500 Structure and Function of the Human Body

**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.

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

**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.

Prerequisites: HSC1531 Medical Terminology; 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: MLT2166 Clinical Chemistry II

**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: MLT2166 Clinical Chemistry II

**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: MAT1222 Algebra

**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: MLT1245 Clinical Chemistry I

## COURSE DESCRIPTIONS

**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: MLT1377 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: MLT2230 Hematology I

**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: MLT1377 Hematology I; MLT2395 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: MLT1448 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.

Prerequisites: Approval by MLT Program Coordinator; completion of all coursework required by clinical affiliate and MLT Program Coordinator

Corequisite: MLT2864 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.

Corequisite: MLT2775 Clinical Practicum

**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 daily communication.

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

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

Pre- or corequisite: NGR5149 Advanced Pathophysiology Across the Lifespan

**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.

Pre- or corequisite: NGR5149 Advanced Pathophysiology Across the Lifespan

**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

**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)**NUR6036L 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.

*Adult-Gerontology specialization:* Prerequisite: NGR6011 Foundations of Adult-Gerontology Primary Care Nurse Practitioner Practice

*Family specialization:* Prerequisites: NGR6001 Foundations of Family Nurse Practitioner Practice

*Pediatric specialization:* Prerequisite: NGR6021 Foundations of Pediatric Primary Care Nurse Practitioner Practice

**NGR6050 Nursing Education in the Classroom**  
**60 hours, 4 credits***NGR6050 Lecture (30 hours, 3 credits)*  
*NGR6050LL Clinical (30 hours, 1 credit)*

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***NGR6117 Lecture (20 hours, 2 credits)*  
*NGR6117LL Clinical (60 hours, 2 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.

Prerequisites: 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***NGR6150 Lecture (30 hours, 3 credits)*  
*NGR6150LL Clinical (30 hours, 1 credit)*

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

**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, and functional and homeopathic medicine.

*Adult-Gerontology specialization:* Prerequisite: NGR6011 Foundations of Adult-Gerontology Primary Care Nurse Practitioner Practice

*Family specialization:* Prerequisites: NGR6001 Foundations of Family Nurse Practitioner Practice

*Pediatric specialization:* Prerequisite: NGR6021 Foundations of Pediatric Primary Care Nurse Practitioner Practice

**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.

Pre- or corequisite: NGR6001 Foundations of Family Nurse Practitioner Practice or NGR6011 Foundations of Adult-Gerontology Primary Care Nurse Practitioner Practice

**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.

Pre- or corequisite: NGR6001 Foundations of Family Nurse Practitioner Practice or NGR6011 Foundations of Adult-Gerontology Primary Care Nurse Practitioner Practice

**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

**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.

Prerequisites: NGR6011 Foundations of Adult-Gerontology Primary Care Nurse Practitioner Practice; NGR6211 Principles of Adult-Gerontology Primary Care; NGR6640 Advanced Primary Care of the Adult and Older Adult I; NGR6650 Advanced Primary Care of the Adult and Older Adult II

**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: NGR6265 Adult-Gerontology Primary Care Nurse Practitioner Practicum I

**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: NGR6266 Adult-Gerontology Primary Care Nurse Practitioner Practicum II

**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: NGR6267 Adult-Gerontology Primary Care Nurse Practitioner Practicum III

**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

**NGR6330 Principles of Pediatric Primary Care**  
**40 hours, 4 credits**

This course prepares students to address specialized healthcare 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.

Pre- or corequisite: NGR6001 Foundations of Family Nurse Practitioner Practice

## COURSE DESCRIPTIONS

**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.

Prerequisites: NGR6001 Foundations of Family Nurse Practitioner Practice; NGR6211 Principles of Adult-Gerontology Primary Care; NGR6234 Reproductive Health of the Family; NGR6330 Principles of Pediatric Primary Care

**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: NGR6365 Family Nurse Practitioner Practicum I

**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: NGR6366 Family Nurse Practitioner Practicum II

**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: NGR6367 Family Nurse Practitioner Practicum III

**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, including 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.

Pre- or corequisite: NGR6262 Foundations of Psychiatric Mental Health Nurse Practitioner Practice

**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: NGR6462 Psychopathology and Neurobiology of Mental Health Disorders

Pre- or corequisite: 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.

Prerequisites: NGR6262 Foundations of Psychiatric Mental Health Nurse Practitioner Practice; NGR6462 Psychopathology and Neurobiology of Mental Health Disorders

**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.

Prerequisites: NGR6011 Foundations of Adult-Gerontology Primary Care Nurse Practitioner Practice; NGR6211 Principles of Adult-Gerontology Primary Care

**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.

Pre- or corequisite: NGR6640 Advanced Primary Care of the Adult and Older Adult I

**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***NGR6703 Lecture (30 hours, 3 credits)**NGR6703LL Clinical (30 hours, 1 credit)*

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.

Prerequisites: 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

**NGR6767 Practice Management for the Nurse Practitioner****40 hours, 2 credits***NGR6767 Lecture (10 hours, 1 credit)**NGR6767LL 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.

*Adult-Gerontology specialization:* Prerequisite: NGR6011 Foundations of Adult-Gerontology Primary Care Nurse Practitioner Practice

*Family specialization:* Prerequisites: NGR6001 Foundations of Family Nurse Practitioner Practice

*Pediatric specialization:* Prerequisite: NGR6021 Foundations of Pediatric Primary Care Nurse Practitioner Practice

**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***NGR6840 Lecture (20 hours, 2 credits)**NGR6840LL (60 hours, 2 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: Must be taken in student's final quarter

**NGR6910 Psychiatric Mental Health Nurse Practitioner Practicum I****160 hours, 6 credits***NGR6910 Lecture (10 hours, 1 credit)**NGR6910LL (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.

Prerequisites: NGR6262 Foundations of Psychiatric Mental Health Nurse Practitioner Practice; NGR6462 Psychopathology and Neurobiology of Mental Health Disorders; NGR6502 Psychiatric Mental Health Treatment Modalities; NGR6538 Psychopharmacology;

**NGR6920 Psychiatric Mental Health Nurse Practitioner Practicum II****160 hours, 6 credits***NGR6920 Lecture (10 hours, 1 credit)**NGR6920LL (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: NGR6910 Psychiatric Mental Health Nurse Practitioner Practicum I

**NGR6930 Psychiatric Mental Health Nurse Practitioner Practicum III****160 hours, 6 credits***NGR6930 Lecture (10 hours, 1 credit)**NGR6930LL (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: NGR6920 Psychiatric Mental Health Nurse Practitioner Practicum II

**NGR6940 Psychiatric Mental Health Nurse Practitioner Practicum IV****190 hours, 7 credits***NGR6940 Lecture (10 hours, 1 credit)**NGR6940LL (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: NGR6930 Psychiatric Mental Health Nurse Practitioner Practicum III

**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

## COURSE DESCRIPTIONS

**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.

Pre- or corequisite: 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 (30 hours, 1 credit)*

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

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

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

*NGR7915LL Leadership Practicum (150 hours, 5 credits)*

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 (30 hours, 1 credit)*

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

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

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

*NGR7925LL Healthcare Information Systems and Technology Practicum (150 hours, 5 credits)*

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 (30 hours, 1 credit)*

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

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

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

*NGR7935LL Population and Global Health Practicum (150 hours, 5 credits)*

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

**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**

*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**

*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: BSC2089C Human Anatomy and Physiology II

**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: BSC2089C Human Anatomy and Physiology II

**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: BSC2089C Human Anatomy and Physiology II

Pre- or Corequisite: 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 corequisite: 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 corequisite: NUR2356 Multidimensional Care I

**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 corequisite: NUR2474 Pharmacology for Professional Nursing

**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 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: NUR2356 Multidimensional Care I; PSY1012 General Psychology

Pre- or corequisite: 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 corequisite: MAT1222 Algebra

**NUR2502 Multidimensional Care III****120 hours, 6 credits***NUR2502 Lecture (30 hours, 3 credits)**NUR2502LL 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 corequisite: NUR2648 Professional Nursing Skills II

**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 corequisite: 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.

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

**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 corequisite: NUR2755 Multidimensional Care IV

## COURSE DESCRIPTIONS

**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: Must be completed in student's final quarter

Pre- or corequisites: NUR2755 Multidimensional Care IV; NUR2832 Leadership and Professional Identity

**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 corequisite: 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

**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 Judgment**  
**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 corequisite (Standard Entrance and Second Degree Accelerated BSN (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 Accelerated BSN (A-BSN) only): NUR2502 Multidimensional Care III

**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 corequisite: 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 corequisite: NUR4244 Public Health Nursing

**NUR4756 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.

Prerequisite: NUR2755 Multidimensional Care IV

Pre- or corequisite: NUR4590 Professional Identity of the Nurse Leader

**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: Must be completed in 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.

Pre- or corequisite: GRA1700C Elements and Principles of Graphic Design

**PHA1500 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.

Prerequisite: None

**PHC5035 Epidemiology and Biostatistics**  
**40 hours, 4 credits**

In this course, students learn the role of epidemiology and biostatistics in disease prevention. Students learn a variety of exposure-disease models related to disease pathways and occurrence prevention. Students learn the strengths and weaknesses of epidemiological study designs, and how to interpret the analysis to draw conclusions from these studies. Students will utilize different data sources and will learn the difference between primary and secondary data. Students will calculate disease rates and measures of association and develop skills to assess the scope and magnitude of the risk factors that influence health outcomes.

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

**PHI520 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.

Prerequisite: None

**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: ENC1101 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 corequisites: BSC2087C Human Anatomy and Physiology I; HSC1531 Medical Terminology

**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: BSC2087C Human Anatomy and Physiology I; HSC1531 Medical Terminology; PHT1000 Physical Therapist Assistant Fundamentals

**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 corequisite: PHT1100 Introduction to Evidence-Based Practice and Therapeutic Interventions

## COURSE DESCRIPTIONS

**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: BSC2089C Human Anatomy and Physiology II; PHT1200 Principles of Musculoskeletal Physical Therapy-Lower Quarter

**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 corequisite: 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 corequisite: 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.

Prerequisite: PHT2650 Physical Therapy Practice for Special Populations

Corequisite: 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.

Prerequisite: PHT2650 Physical Therapy Practice for Special Populations

Corequisite: 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.

Prerequisite: None

**PLA1013 Introduction to Law and the Legal System****40 hours, 4 credits**

Students will examine the American legal system and related terminology from a paralegal's perspective. They will explore the sources of law and structure and authority of government, including the court system and court procedures. In addition, students will examine the difference between civil and criminal cases. Students will explore different areas of law where paralegals may work. They will study the skills and knowledge required for success, including legal writing, legal research, interviewing, and case management duties. Students will study ethical and professional responsibilities associated with paralegal duties.

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 Unlicensed Practice of Law (UPL), confidentiality, privilege, conflicts of interest, and professional conduct. Students will research and apply ethical rules and guidelines to specific situations, as well as identify issues where paralegals must choose which tasks can be done independently or those which must be done by or under the supervision of an attorney.

Prerequisite: None

**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****40 hours, 4 credits**

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 credits)*

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.

Pre- or corequisite: 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.

Pre- or corequisite: PRN1032 Client-Centered Care I

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

*PRN1178 Lecture (30 hours, 3 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

**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 corequisite: 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 corequisite: 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.

Prerequisites: 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 corequisite: PRN1178 Client-Centered Care II

**PRN1664 Practical Nursing Skills II**  
**20 hours, 1 credit**

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 corequisite: 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: Must be taken in the student's final quarter

Pre- or corequisites: PRN1725 Client-Centered Care IV; PRN1831 Principles of Maternal-Child Health Nursing

## COURSE DESCRIPTIONS

**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

**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: PSY1012 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 corequisite: HSC1531 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: HSC1531 Medical Terminology

Pre- or corequisite: PHA1500 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 corequisite: 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 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

**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: None

**QMB1311C Python Programming****60 hours, 4 credits**

In this course, students will work with the Python programming language to learn how it can be used to handle important computing tasks. Students will demonstrate their understanding of flow control, functions, object-oriented concepts, and basic data structures as well as utilizing external modules.

Prerequisite: COP1044C Introduction to Object-Oriented Programming

**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

**QMB2311C Advanced Python Programming****60 hours, 4 credits**

In this course, students will focus on advanced Python techniques and best practices. Through a series of hands-on labs, students will focus on advanced topics to include lambda functions, comprehensions, handling file operations, integration of Regular Expression (regex) logic, and troubleshooting code issues with debugging techniques.

Prerequisite: QMB1311C Python Programming

**QMB3000 Introduction to Data Analytics****60 hours, 4 credits**

This course introduces students to the data analytics lifecycle. Students will learn about data sources, data analysis, computing environments, and data ecosystems. Students will compare the key features of various industry tools used to analyze and visualize data. This course describes opportunities and challenges for implementing the data life cycle in a business setting.

Data Analytics Bachelor's Degree Prerequisites: COP1532C Database Fundamentals for Programmers; QMB1311C Python Programming; expected to be completed in the first term

Business Management Bachelor's Degree Prerequisite: CTS3265C Introduction to Business Intelligence

**QMB3100 Foundations of Analytics Platforms, Environments, and Software****60 hours, 4 credits**

This course explores the different types of environments found in the data analytics space. Topics include a study of the different types of analytics tools used during the data analytics lifecycle and within the Extract Transform Load (ETL) processes in particular.

Data Analytics Bachelor's Degree Prerequisite: STA1625 Essential Statistics and Analytics

Business Management Bachelor's Degree-Business Intelligence specialization Prerequisite: STA3215 Inferential Statistics and Analytics

**QMB3200 Introduction to Scripting****60 hours, 4 credits**

This course is an introduction to scripting using the online SAS® software suite for accessing, manipulating, analyzing, and visualizing data. Students will learn how to write scripts that are used throughout the data analytics lifecycle to facilitate descriptive and statistical analysis and to produce reports and visualizations that communicate actionable insights to audiences of varying technical backgrounds.

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 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

**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 covers the data analytics lifecycle surrounding Big Data. Topics include Big Data architectures, batch and real-time processing environments, ETL tools and techniques, Big Data storage technologies, machine learning, and visualization. Security, legal, and ethical issues will also be addressed. Students will work with the SAS® statistical software suite to perform exploratory data analysis and reporting.

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

**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

**RMI4020 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.

Pre- or corequisite: HSC1531 Medical Terminology

**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.

Prerequisite: MAT1222 Algebra; RTE1000 Introduction to Radiology and Patient Care

Pre- or corequisite: PHA1500 Structure and Function of the Human Body

**RTE1200 Advanced Modalities in Radiology**  
**30 hours, 3 credits**

This course provides a working knowledge of the different modalities available to the radiology technologist. The student will be introduced to the application of these different modalities, methods by which images are acquired, and recognize the differences in images for specific modalities.

Prerequisite: RTE2500 Radiographic Positioning and Anatomy III

**RTE2000 Radiographic Equipment and Acquisition**  
**40 hours, 3 credits**

*RTE2000 Lecture (20 hours, 2 credits)*  
*RTE2000 Lab (20 hours, 1 credit)*

This course is the study of factors that influence radiologic 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 will include image acquisition, technical evaluation, and equipment operation. This course will prepare students for operation of all radiologic equipment and the selection of appropriate factors using digital radiography equipment.

Prerequisite: RTE1100 Radiology Physics

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

This course is the study of the analysis of radiographic images, and the quality control for radiographic equipment. It places focus on the critical thinking skills required to analyze healthy and diseased images and make the appropriate adjustments as necessary. Topics covered will include image criteria, diseases, and quality control equipment tests. This course will prepare students for critiquing images, identifying diseases, and quality control testing.

Prerequisite: RTE2000 Radiographic Equipment and Acquisition

**RTE2200 Radiobiology and Radiation Protection**  
**50 hours, 4 credits**

*RTE2200 Lecture (30 hours, 3 credits)*  
*RTE2200 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: RTE2000 Radiographic Equipment and Acquisition

**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.

Prerequisite: RTE1100 Radiology Physics

**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 radiologic 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 are the standard routine projections for the lower extremities, pelvic girdle, and spine as well as associated image analysis. This course gives the student an expanded preparation in becoming a radiographer.

Prerequisite: RTE2300 Radiographic Positioning and Anatomy I

## COURSE DESCRIPTIONS

**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 radiologic 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 for knowledge needed to fully prepare the student to perform at all levels of the clinical rotations.

Prerequisite: RTE2400 Radiographic Positioning and Anatomy II

**RTE2600 Radiologic Technology Practicum I**  
**300 hours, 10 credits**

This course is designed to provide the student with a clinical experience that includes a solid introduction to radiologic 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 Radiologic Technology core courses, will be ready to apply knowledge by operating radiologic equipment and procuring quality radiologic images beginning Week I of this course.

Prerequisites: RTE2200 Radiobiology and Radiation Protection; RTE2500 Radiographic Positioning and Anatomy III

**RTE2700 Radiologic Technology Practicum II**  
**300 hours, 10 credits**

This course is designed to provide the student with a clinical experience that includes a solid introduction to radiographic imaging in various clinical settings. This course functions to expand and apply knowledge gained in the Radiographic Positioning and Anatomy courses. One of the assumptions of this curriculum is that the student who has passed the Radiologic Technology core courses will be ready to apply knowledge by operating radiographic equipment and procuring quality radiographic images beginning Week I of this course.

Prerequisite: Must have passed all core courses except E242 Career Development, RTE2800 Radiologic Technology Practicum III and RTE2900 Radiography Technology Capstone

**RTE2800 Radiologic Technology Practicum III**  
**300 hours, 10 credits**

This course is designed to provide the student with a clinical experience that includes a solid introduction to radiographic imaging in various clinical settings. This course functions to expand and apply knowledge gained in the Radiographic Positioning and Anatomy courses. One of the assumptions of this curriculum is that the student who has passed the Radiologic Technology core courses will be ready to apply knowledge by operating radiographic equipment and procuring quality radiographic images beginning Week I of this course.

Prerequisite: RTE2700 Radiologic Technology Practicum II

Corequisite: RTE2900 Radiologic Technology Capstone

**RTE2900 Radiography Technology Capstone**  
**20 hours, 2 credits**

In conjunction with the Radiologic Technology Practicum, students will complete an online Radiography 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: RTE2700 Radiologic Technology Practicum II

Corequisite: 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**

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

**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, surgical supplies, and instrumentation. This course is a preparatory class for Surgical Procedures I and Surgical Practicum I and II.

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

Pre- or corequisite: BSC2087C Human Anatomy and Physiology I

**STS1186C 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, minimally invasive surgery, robotics, general, obstetrics, and gynecologic surgery. This course is a preparatory class for Surgical Procedures II.

Prerequisite: STS1005C Fundamentals of Surgical Technology

Pre- or corequisite: BSC2089C Human Anatomy and Physiology II

**STS1260 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.

Prerequisite: STS1005C Fundamentals of Surgical Technology

**STS1347 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.

Prerequisite: STS1005C Fundamentals of Surgical Technology

**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 genitourinary, ophthalmologic, otorhinolaryngologic, maxillofacial, and plastic and reconstructive surgery. This course is a preparatory class for Surgical Procedures III and Surgical Practicum I and II.

Prerequisite: STS1186C 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 orthopedic, peripheral vascular, cardiothoracic, pediatric, neurosurgery, and trauma surgery. This course is a preparatory class for Surgical Practicum I and II.

Prerequisite: STS2080C 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 courses except STS2305 Surgical Tech Practicum II and E242 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 1 of this course.

Prerequisite: STS2304 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.

Prerequisite: 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: ACG1033 Financial Accounting II

**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

**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: TRA3086 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

**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.

Prerequisite: Expected to be completed in 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 the requirements identified below, collectively known as the Admissions Policies:

### 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.

### Application Requirements\*

All applicants must have fulfilled each of the following to advance through the enrollment process.

- Application and enrollment agreement
- Attestation of high school graduation or equivalency
- Rasmussen University 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, diploma 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, or is incomplete, the applicant/student must understand:

1. they will not have met the admissions requirement of Rasmussen University and will be subject to immediate dismissal, and
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 all money refunded, and
4. if the student has attended classes, final grades of "C" or higher awarded in courses completed before being accepted will appear on the transcript and 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 will not appear on the transcript and will have no effect on the cumulative grade point average, 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. 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 U.S. 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;
  - passing grades in 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. Approved member evaluators can be found at [naces.org](http://naces.org) or [aice-eval.org](http://aice-eval.org). The applicant is responsible for the cost of the evaluation. In the rare circumstance where it is impossible for a refugee, an 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 U.S. Department of Education guidelines.
- When enrollment requires the verification of a degree, in addition to using an approved NACES or AICE member, the applicant may also choose to have their degree verified by Educational Commission for Foreign Medical Graduates (ECFMG.org) or NAFAA: Association of International Educators (NAFAA.org).

The applicant is responsible for the cost of the evaluation. NOTE: Only NACES and AICE are approved evaluators for the purpose of assessing completed coursework for transfer of credit.

- Rasmussen University only accepts official and unofficial transcripts as well as grade reports for courses completed at accredited institutions of higher learning as recognized by the U.S. Department of Education or the Council for Higher Education Accreditation (CHEA), and courses that are recommended by the American Council for Education (ACE) or the National College Credit Recommendation Service (NCCRS).
- Placement Assessment. See Placement Assessment section.
- Successful completion of a non-cognitive assessment, Rasmussen Ready Success component of the placement assessment. All prospective students of Rasmussen University, except as noted below, must successfully complete the assessment no later than three business days prior to the start of the term.  
The following are exempt from the non-cognitive assessment requirement: Applicants who have previously completed the assessment as part of an entrance requirement into Rasmussen University; applicants entering into bachelor-completer programs; Nursing, Law Enforcement, Medical Laboratory Technician, Physical Therapist Assistant, Radiologic Technology, and Surgical Technologist programs, as well as Individual Progress and Audit applicants. Applicants to the Healthcare Certificate, Healthcare Associate's-Healthcare Administration specialization or Health Sciences-Healthcare specialization who within the past 12 months have completed the School of Nursing Entrance Exam with a composite score of 55% or higher are also exempt from the non-cognitive assessment.
- Experiential Online Orientation. See Experiential Online Orientation section.
- All financial arrangements are complete, submitted, and verified. See Payment of Tuition and Fees section.
- For selected programs, applicants must also pass a criminal background check. See the Background Checks 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.

### Placement Assessment

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                                                         |
|---------|-------------------------------------------|--------------------------------------------------------------------------|
| English | 0-25 items correct<br>26-40 items correct | B080 Reading and Writing Strategies<br>ENC1101 English Composition       |
| Math    | 0-7 items correct<br>8-20 items correct   | B087 Practical Math<br>Lower-division Math / Natural Sciences coursework |

- Applicants to a program that has a stated minimum School of Health Sciences Entrance Exam or 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 Entrance Exam or 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 Entrance Exam or 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 Placement Assessment and 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 Composition 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 Composition 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.
- Applicants enrolling in a Master's or Doctoral-level program, or as a Non-Degree Seeking Individual Progress or Audit student are exempt from the Rasmussen University Placement Assessment.

### 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.
- Individuals who, due to extenuating circumstances, may be allowed an exception granted by the Campus Executive 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 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. The Business Office mailing address is: Rasmussen College, LLC, PO Box 713555, Chicago, IL 60677-0077. 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 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).

For any student using U.S. Department of Veterans Affairs Veterans Readiness and Employment (Chapter 31), Post 9/11 G.I. Bill® (Chapter 33) or Survivors and Dependents Education Assistance (Chapter 35) 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.

#### 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 an accredited institution that is recognized by the U.S. Department of Education or the Council for 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 an accredited institution that is recognized by the U.S. Department of Education or the Council for Higher Education Accreditation (CHEA). Any student who has not successfully completed college-level math and college-level English Composition coursework with a grade of "C" or higher must achieve a score on the University 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 accredited institutions that are recognized by the U.S. Department of Education or the Council for Higher Education Accreditation (CHEA) will be evaluated per the transfer policy of Rasmussen University. Upon completion of the assessment, the applicant will receive a transfer credit evaluation that includes a summary of the courses that may be accepted for transfer. Official transfer of credit (TR) will be awarded for those courses upon receipt of an official transcript and enrollment in a program.
- An applicant may be accepted into a 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.

#### Background Checks Policy

For some programs, Rasmussen University requires students and potential students to pass background checks for admission or program changes / program transfers. An additional and different background check may also be required during active enrollment prior to practicum or clinical placement depending on site requirements. An additional background check may include components that are different than those originally checked at the time of admissions. 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.

Background check requirements are program specific. See the program pages in the Rasmussen University Catalog for the background check requirement for each program.

#### A. General Background Check, and Florida Level 2 Background Check Processes

A general background check is one that is conducted through Rasmussen University's chosen third-party vendor. Potential students enrolling or students preparing for practicum or clinical experiences in any program requiring a general background check 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 program requiring a background check meeting the Florida statutory definition of a Level 2 background check 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 third-party background check firm conducting the general background check or the Florida Department of Law Enforcement and/or FBI conducting the Florida Level 2 background check 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 provisionally 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.

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 any 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 Practices.

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 provisionally 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.

A student who is required to submit to the MDHS background study 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.

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.

## ACADEMIC INFORMATION AND UNIVERSITY POLICIES

## 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 8th generation or higher | Core i5 8th generation or higher                           |
| Memory – 8GB of RAM or higher          | Memory – 8GB of RAM or higher                              |
| Windows 10 recommended                 | OS v10.15 Catalina or newer                                |
| Disk space – at least 500MB available  | Disk space – at least 500MB available                      |
|                                        | Virtual Machine or Bootcamp with ability to run Windows 10 |

## 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                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| AMD Ryzen 1000 series (or newer) OR Intel 6thGen or newer CPU (Core i7 with hyperthreading recommended)                                                                                                                | Apple Silicon (Rosetta2 supported) OR 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® v11 Big Sur or newer                                                                                                                                                                                                                     |
| 512GB HDD or SSD (1TB recommended)                                                                                                                                                                                     | 512GB HDD or SSD (1TB recommended)                                                                                                                                                                                                              |
| NVidia GTX 10xx with 4GB of GPU VRAM<br>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 Radeon Pro with 2GB of GPU VRAM (4GB or more recommended)<br>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. |
| 1920 x 1080 resolution or better                                                                                                                                                                                       | 1920 x 1080 resolution or better                                                                                                                                                                                                                |

## 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

- **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 the applicant is eligible for F-1 Student Status. It certifies that:
  - Applicant is or is expected to be a full-time student pursuing a degree at Rasmussen University;
  - Applicant meets our admissions requirements;
  - Applicant has proven to Rasmussen that they 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 into 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        |
| • <b>Total:</b> | <b>65</b> |

All money paid to the University will be refunded if applicant is not accepted, except any non-refundable test fees required for School of Health Sciences or School of Nursing programs.

#### School Health Sciences Entrance Exam

Potential students who are interested in enrolling into Rasmussen University in a School of Health Sciences program that requires a TEAS admissions score will be given access by admissions to the online registration process for the School of Health Sciences 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 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 24 months of their desired School of Health Sciences program start date. A minimum of one week (seven calendar days) between TEAS attempts is expected. Any entrance exam results dated more than 24 months prior to the start date of the desired Rasmussen University School of Health Sciences program 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 for admission to another institution may, at their own expense, have the results transferred to Rasmussen University if the exam date is within 24 months of the start date of the desired program. 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 24-month time limit.

All applicants must meet the following composite score threshold(s):

- TEAS Score for admissions eligibility for the Physical Therapist Assistant program: 65% 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.

#### School of Nursing Entrance Exam

Potential students who are interested in enrolling into Rasmussen University in a School of Nursing program that requires a TEAS admissions score will be given access by admissions to the online registration process for the 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 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 24 months of the student's expected start date of a Rasmussen program. A minimum of one week (seven calendar days) between TEAS attempts is expected. Any entrance exam results dated more than 24 months prior to the expected start date of a Rasmussen University TEAS-required program 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 for admission to another institution may, at their own expense, have the results transferred to Rasmussen University if the test date is within 24 months of the start date of the Rasmussen program. 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 within the 24-month 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 last quarter in which attendance and grades were posted (i.e., the quarter of reentry must be within the 12-quarter expiration period).

The preceding two paragraphs do not apply to those interested in applying for the Professional Nursing Associate's degree program through the Aurora/Naperville, Mokena/Tinley Park, Rockford, or Romeoville/Joliet campuses: To qualify to apply, applicants are allowed a maximum of three attempts, from any exam location or for any program within the past 24 months. A minimum of one week (seven calendar days) between TEAS attempts is expected. Any entrance exam results dated more than 24 months prior to the start date of the nursing program will not be considered. Applicants who have previously taken the entrance exam for admission to another institution may, at their own expense, have the results transferred to Rasmussen University if the test date is within 24 months of the start date of the Rasmussen program. Transferred scores will be verified by the University. No exceptions will be granted for students currently enrolled in a Rasmussen University School of Nursing or School of Health Sciences program who desire to transfer directly into the Professional Nursing Associate's degree program through the Aurora/Naperville, Mokena/Tinley Park, Rockford, or Romeoville/Joliet campuses.

- The following exception may be granted for former Professional Nursing Associate's degree students who began the program April 3, 2023, and earlier and subsequently withdrew from the program and are applying to reenter the Professional Nursing Associate's degree program through the Aurora/Naperville, Mokena/Tinley Park, Rockford, or Romeoville/Joliet campuses: A composite TEAS score of 62 or higher may be considered for acceptance if the student's time away is less than three quarters from the last quarter in which attendance and grades were posted.

## ACADEMIC INFORMATION AND UNIVERSITY POLICIES

- The returning student will not be considered for this exception if they were withdrawn due to noncompliance of any Rasmussen Nursing policy or for any other reason that resulted in the student being administratively dismissed from the University. Upon return the student must be meeting the standards of Satisfactory Academic Progress and they must be compliant with all the standards of the School of Nursing handbook. All other reentry policy requirements must be complied with. No additional exceptions will be granted for former students desiring to reenter the Professional Nursing Associate's degree program through the Aurora/Naperville, Mokena/Tinley Park, Rockford

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 Option and Second Degree Accelerated BSN (A-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 Professional Nursing Associate's Degree program (excluding this program at the Aurora/Naperville, Mokena/Tinley Park, Rockford, or Romeoville/Joliet campuses): 62% or higher composite score.
- TEAS Score for application eligibility for Professional Nursing Associate's degree program through the Aurora/Naperville, Mokena/Tinley Park, Rockford, or Romeoville/Joliet campuses: 68% or higher composite score and 68% or higher reading section score.
- TEAS Score for admissions eligibility for Practical Nursing Diploma program: 55% or higher composite score.

Threshold exam percentages will not be rounded.

#### Rasmussen University Early Honors Program

The Early Honors Program allows high school students to experience college-level courses while enrolled in high school. Through this opportunity, students can access to courses not offered at their high school, and explore potential career areas. Eligibility is limited to high school juniors and seniors who are at least 16 years old at the time of enrollment. Early Honors coursework may be available both on campus and online. See the Rasmussen University Early Honors Program Terms and Conditions for more information.

#### Rasmussen University Early Honors Program Terms and Conditions

Students must meet the following criteria and expectations to participate in the Rasmussen University Early Honors Program:

- Applicants must complete an Early Honors Program application, which includes a high school attestation indicating expected graduation date.
- Applicants must have prior approval from a parent/guardian to be admitted into the program (requires a signed Early Honors Parent/Guardian Approval form).
- 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 no earlier than the University's Fall Quarter aligning with their high school junior year.
- Early Honors students may not remain enrolled in the Early Honors Program any later than the University's Spring Quarter aligning with their high school 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.

- The student must meet with the Associate Campus Director or the Campus Executive Director before being accepted to ensure the student meets all criteria and requirements, and to approve the 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.
- Courses designated with a CJK, HIM, MEA, MLT, NUR, PHT, PRN, PTN, RTE or STS prefix, or with a course level of 5000 and above, 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 passed 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 passed 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.
- Credits earned through the Rasmussen University Early Honors Program are not eligible for dual enrollment credit at Florida high schools or through secondary home education programs pursuant to Section 1007.271, Florida Statutes.
- The Illinois Dual Credit Quality Act (110 ILCS 27) requires high school districts to enter into a contract with institutions of higher education to provide dual credit coursework. For the purpose of the Illinois Dual Credit Quality Act, Rasmussen University is classified as an out-of-state institution. A school district may not enter into a new contract with an out-of-state institution to provide a dual credit course without first following the procedural requirements of the Dual Credit Quality Act. If a school district does not have a contract with Rasmussen University meeting the requirements of the Dual Credit Quality Act, then the credits earned through the Rasmussen University Early Honors Program are not eligible for dual enrollment credit.
- The Rasmussen University Early Honors Program is not a state-approved Postsecondary Enrollment Option (PSEO) program pursuant to the Postsecondary Enrollment Options Act (Minn. Stat. 124D.09). Therefore, Minnesota high school students are not eligible to earn dual high school and college credit through the Early Honors Program.
- Credits earned through the Rasmussen University Early Honors Program are not eligible for dual enrollment credit under the Early College Credit Program as defined in Wis. Stat. 118.55. Therefore, Wisconsin high school students are not eligible to earn dual high school and college credit through the Early Honors Program.
- Rasmussen University makes no guarantee that its Early Honors Program will meet any state's dual credit enrollment requirements. It is the responsibility of the High School Official to determine whether postsecondary credits earned through Rasmussen University's Early Honors Program can be accepted and applied to secondary education requirements in the high school's state.
- Students in the Early Honors Program are not eligible to apply for Title IV benefits. No additional grants or scholarships will be applied to students in the Early Honors program.

## TUITION AND FEES

The following Tuition rates are effective for new and returning students of the August 7, 2024 start date, and for all students as of September 30, 2024.

| TUITION                                                                                                                                 | PART TIME*       | FULL TIME*       |
|-----------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------|
| <b>SCHOOL OF BUSINESS</b>                                                                                                               |                  |                  |
| Standard Tuition Rate - All programs except as listed below                                                                             | \$348 per credit | \$307 per credit |
| – Master of Business Administration                                                                                                     | \$218 per credit | \$218 per credit |
| – Master of Human Resources Management                                                                                                  | \$218 per credit | \$218 per credit |
| <b>SCHOOL OF TECHNOLOGY</b>                                                                                                             |                  |                  |
| Standard Tuition Rate (all programs)                                                                                                    | \$348 per credit | \$307 per credit |
| <b>SCHOOL OF DESIGN</b>                                                                                                                 |                  |                  |
| – Graphic Design Associate's                                                                                                            | \$338 per credit | \$286 per credit |
| – Graphic Design Bachelor's                                                                                                             | \$317 per credit | \$250 per credit |
| <b>SCHOOL OF EDUCATION</b>                                                                                                              |                  |                  |
| – Early Childhood Education Certificate, Diploma and Associate's                                                                        | \$210 per credit | \$210 per credit |
| – Early Childhood Education Bachelor's - Standard Tuition Rate                                                                          | \$348 per credit | \$307 per credit |
| <b>SCHOOL OF HUMAN SERVICES</b>                                                                                                         |                  |                  |
| All programs                                                                                                                            | \$255 per credit | \$218 per credit |
| <b>SCHOOL OF JUSTICE STUDIES</b>                                                                                                        |                  |                  |
| Standard Tuition Rate - All programs except as listed below                                                                             | \$348 per credit | \$307 per credit |
| – Law Enforcement Certificate and Associate's (applies to students who start August 2023 and later)                                     | \$384 per credit | \$332 per credit |
| <b>SCHOOL OF HEALTH SCIENCES</b>                                                                                                        |                  |                  |
| Standard Tuition Rate - All programs except as listed below                                                                             | \$348 per credit | \$307 per credit |
| – Healthcare Certificate (applies to students who start May 2024 and later)                                                             | \$328 per credit | \$328 per credit |
| – Medical Assisting Diploma (applies to students who start May 2024 and later)                                                          | \$328 per credit | \$328 per credit |
| – Healthcare/Health Sciences Associate's - Medical Assisting specialization (applies to students who start May 2024 and later)          | \$328 per credit | \$328 per credit |
| – Physical Therapy Assistant Associate's                                                                                                | \$380 per credit | \$380 per credit |
| – Master of Healthcare Administration                                                                                                   | \$218 per credit | \$218 per credit |
| – Master of Public Health                                                                                                               | \$218 per credit | \$218 per credit |
| <b>SCHOOL OF NURSING</b>                                                                                                                |                  |                  |
| – Practical Nursing Diploma                                                                                                             |                  |                  |
| – Campuses in Florida                                                                                                                   | \$359 per credit | \$359 per credit |
| – Campuses in Minnesota (excluding Moorhead, MN campus)                                                                                 | \$413 per credit | \$413 per credit |
| – Moorhead, MN campus                                                                                                                   | \$387 per credit | \$387 per credit |
| – Professional Nursing Associate's - All campuses except as listed below                                                                | \$439 per credit | \$439 per credit |
| – Campuses in Florida                                                                                                                   | \$449 per credit | \$449 per credit |
| – Moorhead, MN Campus                                                                                                                   | \$387 per credit | \$387 per credit |
| – Bachelor of Science in Nursing - Pre-licensure entrance options                                                                       | \$359 per credit | \$359 per credit |
| – Bachelor of Science in Nursing - RN to BSN entrance option                                                                            | \$345 per credit | \$345 per credit |
| – Master of Science in Nursing                                                                                                          | \$276 per credit | \$276 per credit |
| – Master of Science in Nursing - Nurse Practitioner specialization courses (41 credits) (Core course credits (28) are \$276 per credit) | \$915 per credit | \$915 per credit |
| – Post-Graduate Certificate                                                                                                             | \$276 per credit | \$276 per credit |
| – Post-Graduate Certificate - Nurse Practitioner                                                                                        | \$442 per credit | \$442 per credit |
| – Doctor of Nursing Practice                                                                                                            | \$738 per credit | \$738 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 the Foundations of Early Childhood Education bundle, 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, excluding doctoral degree programs. Please see the Military Tuition Rate and Grants Policy for details.

**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 in an 11-week quarter will only be charged tuition for 16 credits. The applicable course technology and resource fees still apply for all courses including those above 16 credits. Students will still be responsible for purchasing their textbooks or e-books for all courses in which they are enrolled, including those above 16 credits, whether they purchase the textbooks or e-books through Rasmussen University or through another source. Students enrolled in the Bachelor of Science in Nursing through any Entrance Option and students enrolled as Individual Progress 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 \$184 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 at or lower than \$258 per credit for full-time rates and \$334 per credit for part-time rates are not eligible for any grants or scholarships offered by the University.
  - Students who start the Healthcare Certificate, Medical Assisting Diploma, or Healthcare/Health Sciences Associate degree program with Medical Assisting specialization on or after May 8, 2024 may be eligible for institutional grants regardless of program or course tuition rate provided they meet all other applicable terms and conditions for the grants.
  - Students enrolling in the Master of Science in Nursing degree programs on or after January 3, 2023, may be eligible for institutional grants regardless of program or course tuition rate provided they meet all other applicable terms and conditions for the grants.
  - Students enrolled in the Nursing Post-Graduate Certificates in Nursing Education, Nursing Leadership and Administration, or Healthcare Technology, Simulation, and Informatics specialization are not eligible for any grants or scholarships offered by the University.

**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 - \$350 administrative fee for each of the following programs:
  - Medical Assisting Diploma
  - Medical Laboratory Technician Associate's Degree
  - Physical Therapist Assistant Associate's Degree
  - Radiologic Technology Associate's Degree
  - Surgical Technologist Associate's Degree
- School of Nursing - \$495 administrative fee for each of the following programs:
  - Doctor of Nursing Practice
  - Bachelor of Science in Nursing Degree, Second Degree Accelerated BSN (A-BSN) Option
  - Bachelor of Science in Nursing Degree, Standard Entrance Option
  - Master of Science in Nursing – Nurse Practitioner
  - Post-Graduate Certificate – Nurse Practitioner
  - Practical Nursing Diploma
  - Professional Nursing Associate's Degree
- School of Justice Studies - \$350 administrative fee for each of the following programs:
  - Law Enforcement Academic Certificate
  - Law Enforcement Associate's Degree

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 \$195 Course Technology and Resource Fee for each faculty-led course. A \$195 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 \$195 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 tutoring and an online Writing Lab
- The Student Portal
- The Personal Support Center Help Desk
- Access to online career resources such as Optimal Resume and Job Connect
- Reimbursement for certain student exam certifications and certain exam review programs
- Tactical facilities and services required for the Criminal Justice program
- Some (not all) background checks and immunizations
- Supplies for medical and Criminal Justice programs used while in class

A Course Technology and Resource Fee does not apply to faculty-led courses for students enrolled in an Early Childhood Education Certificate, Diploma or Associate's program, or the Bachelor of Science in Nursing – RN to BSN entrance option program.

**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 \$195.00, plus \$30.00 in book fees, for a total of \$225.00.

**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.

**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, 1747 North Market Blvd., Suite 225, Sacramento, California 95834, (916) 574-8900 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

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. Indirect Costs are external expenses that you may incur during the academic year as part of your educational experience. These costs are not billed to your student account, but they are part of the Financial Aid COA.

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 attending less than full-time attendance and/or less than an Academic Year. Several programs also have a one-time program administrative fee that may be added to the COA.

EXAMPLES of 2024-2025 Undergraduate Financial Aid Cost of Attendance (COA)

|                                                  | Business, Technology, Design, Early Childhood Education Bachelor's, Human Services programs, and School of Justice Studies programs except Law Enforcement |                        |
|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| Average Direct Costs                             | Living With Parent                                                                                                                                         | Not Living With Parent |
| Tuition                                          | \$10,899                                                                                                                                                   | \$10,899               |
| Fees                                             | \$2,223                                                                                                                                                    | \$2,223                |
| Books, course materials, supplies, and equipment | \$360                                                                                                                                                      | \$360                  |
| Administrative Fee <sup>4</sup>                  | \$0                                                                                                                                                        | \$0                    |
| TOTAL Average Direct Costs <sup>1</sup>          | \$13,482                                                                                                                                                   | \$13,482               |
| Estimated Indirect Costs                         |                                                                                                                                                            |                        |
| Living Expenses <sup>2</sup>                     | \$5,157                                                                                                                                                    | \$10,269               |
| Personal Costs                                   | \$3,222                                                                                                                                                    | \$3,222                |
| Transportation                                   | \$3,897                                                                                                                                                    | \$3,897                |
| TOTAL Estimated Indirect Costs <sup>3</sup>      | \$12,276                                                                                                                                                   | \$17,388               |
| Total Estimated COA                              | \$25,758                                                                                                                                                   | \$30,870               |

|                                                  | School of Health Sciences and Law Enforcement programs |                        |
|--------------------------------------------------|--------------------------------------------------------|------------------------|
| Average Direct Costs                             | Living With Parent                                     | Not Living With Parent |
| Tuition                                          | \$10,899                                               | \$10,899               |
| Fees                                             | \$2,223                                                | \$2,223                |
| Books, course materials, supplies, and equipment | \$360                                                  | \$360                  |
| Administrative Fee <sup>5</sup>                  | \$350                                                  | \$350                  |
| TOTAL Average Direct Costs <sup>1</sup>          | \$13,832                                               | \$13,832               |
| Estimated Indirect Costs                         |                                                        |                        |
| Living Expenses <sup>2</sup>                     | \$5,157                                                | \$10,269               |
| Personal Costs                                   | \$3,222                                                | \$3,222                |
| Transportation                                   | \$3,897                                                | \$3,897                |
| TOTAL Estimated Indirect Costs <sup>3</sup>      | \$12,276                                               | \$17,388               |
| Total Estimated COA                              | \$26,108                                               | \$31,220               |

|                                                  | Early Childhood Education (Certificate, Diploma, and Associate programs) |                        |
|--------------------------------------------------|--------------------------------------------------------------------------|------------------------|
| Average Direct Costs                             | Living With Parent                                                       | Not Living With Parent |
| Tuition                                          | \$7,749                                                                  | \$7,749                |
| Fees                                             | \$0                                                                      | \$0                    |
| Books, course materials, supplies, and equipment | \$360                                                                    | \$360                  |
| Administrative Fee <sup>5</sup>                  | \$0                                                                      | \$0                    |
| TOTAL Average Direct Costs <sup>1</sup>          | \$8,109                                                                  | \$8,109                |
| Estimated Indirect Costs                         |                                                                          |                        |
| Living Expenses <sup>2</sup>                     | \$ 5,157                                                                 | \$ 10,269              |
| Personal Costs                                   | \$ 3,222                                                                 | \$ 3,222               |
| Transportation                                   | \$ 3,897                                                                 | \$ 3,897               |
| TOTAL Estimated Indirect Costs <sup>3</sup>      | \$12,276                                                                 | \$17,388               |
| Total Estimated COA                              | \$ 20,385                                                                | \$ 25,497              |

|                                                   | School of Nursing Diploma and Associate programs |                        | School of Nursing Bachelor's program |                        |
|---------------------------------------------------|--------------------------------------------------|------------------------|--------------------------------------|------------------------|
| Average Direct Costs                              | Living With Parent                               | Not Living With Parent | Living With Parent                   | Not Living With Parent |
| Tuition                                           | \$17,577                                         | \$17,577               | \$17,712                             | \$17,712               |
| Fees                                              | \$2,223                                          | \$2,223                | \$2,223                              | \$2,223                |
| Books, course materials, supplies, and equipment  | \$360                                            | \$360                  | \$360                                | \$360                  |
| Administrative Fee <sup>6</sup>                   | \$495                                            | \$495                  | \$495                                | \$495                  |
| <b>TOTAL Average Direct Costs<sup>1</sup></b>     | <b>\$20,655</b>                                  | <b>\$20,655</b>        | <b>\$20,790</b>                      | <b>\$20,790</b>        |
| <b>Estimated Indirect Costs</b>                   |                                                  |                        |                                      |                        |
| Living Expenses <sup>2</sup>                      | \$ 5,157                                         | \$10,269               | \$ 5,157                             | \$10,269               |
| Personal Costs                                    | \$ 3,222                                         | \$ 3,222               | \$ 3,222                             | \$ 3,222               |
| Transportation                                    | \$ 3,897                                         | \$ 3,897               | \$ 3,897                             | \$ 3,897               |
| <b>TOTAL Estimated Indirect Costs<sup>3</sup></b> | <b>\$ 12,276</b>                                 | <b>\$ 17,388</b>       | <b>\$ 12,276</b>                     | <b>\$ 17,388</b>       |
| <b>Total Estimated COA</b>                        | <b>\$ 32,931</b>                                 | <b>\$ 38,043</b>       | <b>\$ 33,066</b>                     | <b>\$38,178</b>        |

<sup>1</sup> Actual tuition, fee, and book charges vary by student, credit load, and program of study. To view your actual charges, go to the Student Account Center.

<sup>2</sup> Military students receiving Basic Allowance for Housing (BAH) will have a reduced living expense due to it only including the food allowance within this component.

<sup>3</sup> Actual costs vary by student, based on student choice, and travel habits.

<sup>6</sup> One-time administrative fees charged for Law Enforcement Certificate and Associate, Medical Assisting Diploma, Medical Laboratory Technician Associate, Physical Therapist Assistant Associate, Radiologic Technology Associate, Surgical Technologist Associate, Practical Nursing Diploma, Professional Nursing Associate, and Bachelor of Science in Nursing Degree programs. For detailed information on the program administrative fee, visit the Program Administrative Fee page.

## EXAMPLES of 2024-2025 Graduate Financial Aid Cost of Attendance (COA)

|                                                                                | All Schools except Nursing |                        | School of Nursing - MSN |                        |
|--------------------------------------------------------------------------------|----------------------------|------------------------|-------------------------|------------------------|
| Average Direct Costs                                                           | Living With Parent         | Not Living With Parent | Living With Parent      | Not Living With Parent |
| Tuition                                                                        | \$5,670                    | \$5,670                | \$7,155                 | \$7,155                |
| Fees                                                                           | \$1,116                    | \$1,116                | \$1,116                 | \$1,116                |
| Books, course materials, supplies, and equipment                               | \$180                      | \$180                  | \$180                   | \$180                  |
| Administrative Fee <sup>4</sup>                                                | \$0                        | \$0                    | \$495                   | \$495                  |
| <b>TOTAL Average Direct Costs<sup>1</sup> (For illustration purposes only)</b> | <b>\$6,966</b>             | <b>\$6,966</b>         | <b>\$8,946</b>          | <b>\$8,946</b>         |
| <b>Estimated Indirect Costs</b>                                                |                            |                        |                         |                        |
| Living Expenses <sup>2</sup>                                                   | \$5,157                    | \$10,269               | \$5,157                 | \$10,269               |
| Personal Costs                                                                 | \$3,222                    | \$3,222                | \$3,222                 | \$3,222                |
| Transportation                                                                 | \$3,897                    | \$3,897                | \$3,897                 | \$3,897                |
| <b>TOTAL Estimated Indirect Costs<sup>3</sup></b>                              | <b>\$12,276</b>            | <b>\$17,388</b>        | <b>\$12,276</b>         | <b>\$17,388</b>        |
| <b>Total Estimated COA</b>                                                     | <b>\$18,765</b>            | <b>\$23,715</b>        | <b>\$21,222</b>         | <b>\$26,334</b>        |

<sup>1</sup> One-time administrative fee charged for Doctor of Nursing Practice, Master of Nursing – Nurse Practitioner, and Post-Graduate certificate programs within the School of Nursing. For detailed information on the program administrative fee, visit the Program Administrative Fee page in our Course Catalog.

<sup>2</sup> Actual tuition, fee and book charges vary by student, credit load and program of study. To view your actual charges, go to the Student Account Center.

<sup>3</sup> Military students receiving Basic Allowance for Housing (BAH) will have a reduced living expense due to it only including the food allowance within this component.

<sup>4</sup> Actual costs vary by student, based on student choice, and travel habits.

\* 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 FAFSA.

\*\* These state programs are available only for residents of the identified state, based on the state's residency rules.

## Primary Sources of Financial Aid

|                      | Program                                                   | Type of Award & Eligibility                                                                                                                                                                                                                                                                                                                             | Amount Per Year                                                                                                                                                                                       | Application                                                                                                                                                       |
|----------------------|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Gift Aid*</b>     | Federal Pell Grant                                        | Grant; based on financial need. Eligibility & Terms/Conditions: <a href="https://studentaid.gov/understand-aid/types/grants/pell">https://studentaid.gov/understand-aid/types/grants/pell</a>                                                                                                                                                           | \$740-\$7,395                                                                                                                                                                                         | 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="https://studentaid.gov/understand-aid/types/grants/fseog">https://studentaid.gov/understand-aid/types/grants/fseog</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. Eligibility & Terms/Conditions: <a href="https://www.floridastudentfinancialaidsg.org/PDF/factsheets/FSAG.pdf">https://www.floridastudentfinancialaidsg.org/PDF/factsheets/FSAG.pdf</a>                                                                                         | Varies, based on availability                                                                                                                                                                         | Free Application for Federal Student Aid (FAFSA)                                                                                                                  |
|                      | North Dakota State Grant**                                | Grant; based on financial need, ND residency, undergraduate.                                                                                                                                                                                                                                                                                            | Up to \$3,668                                                                                                                                                                                         | Free Application for Federal Student Aid (FAFSA)                                                                                                                  |
|                      | Minnesota State Grant**                                   | Grant; based on financial need, MN residency, undergraduate, full-time. Eligibility & Terms/Conditions: <a href="https://www.ohs.state.mn.us/mPg.cfm?pageID=888">https://www.ohs.state.mn.us/mPg.cfm?pageID=888</a>                                                                                                                                     | Varies, based on State Grant award formula                                                                                                                                                            | Free Application for Federal Student Aid (FAFSA)                                                                                                                  |
| <b>Employment*</b>   | 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="https://studentaid.gov/understand-aid/types/work-study">https://studentaid.gov/understand-aid/types/work-study</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="https://www.ohs.state.mn.us/mPg.cfm?pageID=1300">https://www.ohs.state.mn.us/mPg.cfm?pageID=1300</a>                                                                            | Varies, based on availability                                                                                                                                                                         | Free Application for Federal Student Aid (FAFSA)                                                                                                                  |
|                      | 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="https://studentaid.gov/understand-aid/types/loans/subsidized-unsubsidized">https://studentaid.gov/understand-aid/types/loans/subsidized-unsubsidized</a> | 1st Yr - \$3,500<br>2nd Yr - \$4,500<br>3rd Yr & above - \$5,500<br>Graduate - Not Eligible                                                                                                           | FAFSA, Master Promissory Note and Loan Entrance Counseling; Student Loan Acknowledgement suggested.                                                               |
| <b>Loan Programs</b> | 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="https://studentaid.gov/understand-aid/types/loans/subsidized-unsubsidized">https://studentaid.gov/understand-aid/types/loans/subsidized-unsubsidized</a>           | Same as subsidized limits, plus:<br><b>Dependent Student:</b><br>1st Yr & above - \$2,000<br><b>Independent Student:</b><br>1st & 2nd Yr - \$6,000<br>3rd Yr & above - \$7,000<br>Graduate - \$20,500 | FAFSA, Master Promissory Note and Loan Entrance Counseling; Student Loan Acknowledgement suggested.                                                               |
|                      | Federal Direct PLUS Loan                                  | Loan; for credit-worthy parents of dependent undergraduates and graduate students. Eligibility & Terms/Conditions: <a href="https://studentaid.gov/plus-app/">https://studentaid.gov/plus-app/</a>                                                                                                                                                      | Up to student's cost of attendance                                                                                                                                                                    | Student: FAFSA, Master Promissory Note and Loan Entrance Counseling; Student Loan Acknowledgement suggested.<br>Parent: PLUS loan application and Promissory Note |
|                      | 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 FAFSA.

\*\*These state programs are available only for residents of the identified state, based on the state's residency rules.

### 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, living expenses, transportation, miscellaneous expenses, and childcare costs.

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

- 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.
- Loan funding through various state and federal student loan programs. These funds must be repaid.

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, diploma 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, contact your campus for details. Additional information on grants is available at [www.rasmussen.edu/tuition](http://www.rasmussen.edu/tuition). Rasmussen University reserves the right to add, discontinue or amend scholarship and grant programs at its discretion. Any student currently receiving scholarship or grant funds at the time of the amendment will be notified.

The following University grants and scholarships cannot be combined with other University grants and scholarships:

- Affiliation Grant
- Alumni Grant
- LPN Care Grant
- Medical Assisting Inspire Grant
- Professional Achievement Grant
- Early Honors Program

The following University grants and scholarships may be combined with other University grants and scholarships as noted below:

- Corporate Alliance Grant (1)
- Military Grant (2)
- Pass the Torch Grant (3)
- RN to BSN Get Started Grant (4)
- RU Ready Grant (5)
- Start Strong Tuition Savings

(1) Corporate Alliance Grant may not be combined with other University grants or scholarships, with the exception of the RN to BSN Get Started Grant, Pass the Torch Grant and Start Strong Tuition Savings.

(2) Military Grant may not be combined with other University grants or scholarships, with the exception of the Pass the Torch Grant and RN to BSN Get Started Grant for students starting February 7, 2024 and later.

(3) Pass the Torch Grant may be combined with other University grants and scholarships, with the exception of the Alumni Grant, LPN Care Grant, Medical Assisting Inspire Grant and Light the Fire Grant.

(4) RN to BSN Get Started Grant may not be combined with other University grants or scholarships, with the exception of the Corporate Alliance Grant. May be combined with Military Grant for students starting February 7, 2024 and later.

(5) RU Ready Grant may be combined with other grants and scholarships offered by Rasmussen University, with the exception of the Professional Achievement Grant.

The following grants are being administered to eligible, continuing students but are no longer available to new student enrollments: Alliance Excellence Grant, Articulation Grant, Change a Life Scholarship, Future Nurses of FL, Fall Aspire Grant, Light the Fire Grant, March Ahead Grant and Medical Assisting Wellness Grant.

### 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 a tuition grant 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 866-245-9627.

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>.

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. Students enrolled in a doctoral degree program are not eligible for the Active Duty Military Tuition Rate. 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 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 are determined by the corporate alliance agreement between Rasmussen University and the other entity. Enrolling students must provide proof of eligibility by submitting proof of employment prior to the 7th day of the first quarter of enrollment (i.e.: recent paystub or employment verification letter). 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.

### 3. Professional Achievement Grant

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.

### 4. Affiliation Grant

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.

### 5. 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.

### 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 an 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 Policies

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, if the notice is received via electronic mail (email) the date the email is received by the University, or if 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.
- Eligible refunds are made within 30 days of the date of determination of withdrawal for students in Florida, Wisconsin or Missouri.
- Eligible refunds are made within 30 business days of the date of determination of withdrawal for students in Minnesota.
- Eligible refunds are made within 45 days of the date of determination of withdrawal for students in Illinois, North Dakota, Kansas, or California.
- The refund policy is not linked to compliance with the University's regulations or rules of conduct.

#### 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. A post-withdrawal disbursement notification is made to the withdrawn student in writing via electronic mail sent to the personal email address on

file with the University within 30 days of the school's determination that the student withdrew. The notification explains the type and amount of grant fund(s) available and explains to the student the option to accept or decline all or part of the monies.

Post withdrawal disbursements are made first from available grant funds and must be done within 45 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.

Loan post-withdrawal disbursements must be done within 180 days of the school's determination that the student withdrew. A post-withdrawal disbursement offer is made to the withdrawn student in writing via electronic mail sent to the personal email address on file with the University within 30 days of the school's determination that the student withdrew. The notification explains the type and amount of loan 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.

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 (except for 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:

$$\begin{aligned} & \text{Amount of Institutional Share of the Title IV Refund} \\ & = \\ & \text{Remaining refund due to the State Aid programs} \end{aligned}$$

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 of Nursing/Nurse Administrator, Campus Executive Director, or Advisor.

All students receiving Title IV federal financial aid that are graduating or withdrawing are required to complete a mandatory online exit interview. The University provides students with the information to complete this online mandatory exit interview within 30 days of the student's withdrawal date if a withdrawal & prior to graduation if student is graduating. 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.

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 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.
- Students with federal financial aid and federal loan obligations must contact their lenders; in addition, if receiving military tuition assistance must also contact 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 their probation are continued to the quarter in which they return 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

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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 caregivers for someone who is experiencing a health or medical issue, which has resulted in their inability to complete the term in which they are currently enrolled. 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 an Accommodations Officer.

Students who are placed on a Medical Leave of Absence are treated as a drop/withdrawal for Financial Aid purposes because students who take a leave of absence are generally unable to resume coursework at the same point in their academic studies upon their return as certain scheduling adjustments may be required. If the student received federal financial aid funding for the term in which the student withdrew, a calculation of the amount of aid earned for that term will be performed along with a calculation of the student's tuition obligation for the same period. As a result of these calculations, the student may have a tuition balance, may have unearned federal aid funds that must be returned by the University or student, or may have a tuition refund due. These calculations will be performed according to federal guidelines and institutional policy, and the student will be notified of the outcome. If a tuition refund is due to the student, it will be returned to the student. Refunds will be paid to the appropriate funding agency within 45 days, and the student will be billed for any remaining unpaid balance. See the University Refund Policy.

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 will be required to present and upload a signed

note from a professional therapist/physician on letterhead where the professional practices. The note must include a timeframe, specifically the expected start date of the leave and the anticipated conclusion of the leave. 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**

- 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.
- 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.
- 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.
- Academic probations, warnings, and dismissals related to Satisfactory Academic Progress remain applicable to students who take a Medical Leave. If a student is already on probation or is placed on probation while on leave, the conditions of his or her probation are continued to the quarter/term in which they return to the University.
- 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.
- 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 residing within an area declared a disaster by a state or federal agency may initiate a request. The address on file in the student's record is the address that will be used to determine eligibility.

A student in a Short-Term Leave status is reported as withdrawn to the U.S. 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 U.S. 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.

**Empowered Learning Competency-Based Education (CBE) 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, Equity, and Inclusion; Ethics and Professional Responsibility; and Information Literacy.

Students will have the opportunity to demonstrate these skills in various courses across their programs of study, especially in course projects across the curricula. Many of these 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 as well.

### 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   | Junior: 72-128 credits earned      |
| Sophomore: 36-71 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 CJK, HIM, MEA, MLT, NUR, PHT, PRN, PTN, RTE, or STS, or with a course level of 5000 and above 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 earning a final grade in 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, CIS, CJK, CNT, COP, COT, CTS (excluding CTS2511), EEC, EEX, GRA, HIM, ISM, MEA, MLT, NUR, PHT, PRN, PTN,

RTE or STS, or with a course level of 5000 and above. 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 that a prior passing grade was earned when they were enrolled in a 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 Associate 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 Dean of Nursing/Nurse Administrator. 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 Associate Dean. 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 they expect 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 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 courses. 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 English and math that is numbered below 100 is considered to be Developmental Education. University Placement Assessment scores are used to appropriately place students in English and math courses according to skill level. See Placement Assessment Table for placement scores.

The University 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 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 B080 Reading and Writing Strategies in their first term of enrollment and B087 Practical Math in their second quarter of enrollment. If a student withdraws from or does not pass a required Developmental Education course, the student must pass 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 B080 Reading and Writing Strategies and one additional course in their program of enrollment prior to enrolling in the Developmental Education B087 Practical 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 earning a passing grade in B080 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.

## ACADEMIC INFORMATION AND UNIVERSITY POLICIES

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.

### Grade Information

All grades and credits earned and attempted remain on the student's transcript. This includes incomplete, withdrawn, repeated, failed, pass/fail, transferred, and developmental education course grades. It also includes credits taken while attending Rasmussen part-time and credits for which a student did not receive financial aid. All attempted course credits and grades that apply to a student's program are considered when calculating Cumulative Grade Point Average. In instances where course expiration policies apply, the credits are no longer applicable to that program and do not impact the calculated GPA; however, the grades will remain on the student's transcript. See Course Expiration policies for core courses in the School of Design, School of Health Sciences, School of Justice Studies, School of Nursing, and School of Technology. See the Standards of Satisfactory Academic Progress policy to understand the impact of grades in the calculation of Cumulative Grade Point Average.

### Developmental Education Course Grade Scale

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%

### Undergraduate Programs Common Grade Scale

This applies to all courses numbered 100 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%        |

### Common Grading Scale

Some General Education courses may contain a lecture component with a co-requisite lab component. If a grade is achieved at or above the threshold of 60% in both components of a course which consists of lecture and lab components, each component will receive the grade earned independently. Failure to earn a grade at or above the threshold of 60% in either the lecture or lab component will result in failure of both components of the course.

### Point Scale Alphabetical Grading System

| Letter 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                  |
| CL           | NA           | Non-transcripted Grade |
| CW           | NA           | Course Waiver          |
| FD           | NA           | Failure Dropped        |
| I            | NA           | Incomplete             |
| PD           | NA           | Pandemic Withdrawal    |
| PT Credit    | NA           | Pending Transfer       |
| S/SX         | NA           | Satisfactory           |
| TO           | NA           | Test-Out               |
| TR Credit    | NA           | Official Transfer      |
| U/UX         | NA           | Unsatisfactory         |
| 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.

### 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            | 86 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 corequisite lab component, a corequisite 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 courses numbered 100 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 corequisite lab component, corequisite 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 (CBE) 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 courses numbered through 4999.

| Competency Report Scale | Percentage Range | Letter Grade |
|-------------------------|------------------|--------------|
| 4                       | 100 to 94%       | A            |
| 3                       | 93 to 85%        | B            |
| 2                       | 84 to 78%        | C            |
| 1                       | Below 78%        | F            |

### Master's Programs Grade Scale

Students are required to earn at least a "C" in their master's-level courses. This applies to all courses numbered 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 courses numbered 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%        |

### 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.
- 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 completing 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 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 F/FD or W grade, the student will be allowed to attempt the equivalent competency-based course following the expectations of the course repeat policy.
- 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.
- 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.
- When all program requirements have been met, 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.

## ACADEMIC INFORMATION AND UNIVERSITY POLICIES

- 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.
- When all program requirements have been met, 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 Associate Dean. For the calculation of Satisfactory Academic Progress, reentering students are treated as continuing students and must meet progress requirements. See Satisfactory Academic Progress Policy.

Reentering students who at the time of their most recent withdrawal had outstanding acceptance requirements for their program such as high school validation, Online Orientation, Nursing Orientation, nursing immunization, clear background check, receipt of official transcripts, or any other acceptance requirement may be considered for reentry only upon meeting all acceptance requirements at the time of reentry review.

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 \$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 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 pre-licensure program, those who fail two core nursing courses, 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. Reentry is subject to both the School of Nursing Repeating Courses and Course Withdrawal Policy for Pre-licensure Programs Policy and the School of Nursing Course Expiration Policy.

Reentry into a previously attempted Nursing Diploma, Associate's Degree, or pre-licensure Bachelor's Degree program 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 or withdrawn core nursing courses will count for the purpose of determining the number of failed or withdrawn 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. 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. If the student is eligible to repeat the course, the failed, withdrawn or dropped course must be repeated the next time the course 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 transfer/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. Select Graduate programs do not accept transfer credit; see Transfer of Credit Policies for additional information.

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. The academic record for a student in Graduate or Withdrawn status is complete and final. No changes will be made unless there is a documented clerical error, and previously passed course(s) cannot be retaken to improve cumulative Graduate GPA.

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, Practicum or Professional Practice Experience Orientation prior to their first clinical, externship, practicum or professional practice experience. They receive a clinical, externship, practicum or professional practice experience 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, practicum or professional practice experience manual discloses that students have two attempts, regardless of grade awarded, to complete their clinical, externship, practicum or professional practice experience successfully, or they will be administratively withdrawn from the program. An approved medical (WX grade) or military leave (WL grade) will not be counted toward the count of attempts. If a student is administratively withdrawn from a clinical, externship, practicum or professional practice experience 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, practicum or professional practice experience.

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 and Course Withdrawal Policy for Pre-licensure Programs

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. If the student is eligible to repeat the course, the failed, withdrawn or dropped course must be repeated the next time the course is offered. 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 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 School of Nursing Reenter 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 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 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). If the student is eligible to repeat the course, the withdrawn/dropped course must be repeated the next time the course is offered 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.

#### Doctor of Nursing Practice Program Progression Requirements

Students enrolled in this program are scheduled as a cohort and have a required course sequence and credit load that must be followed. The cohort progresses sequentially through seven quarters (full-time) or twelve quarters (part-time) and graduates after successful completion of all credit hours.

1. Didactic (non-practicum courses) must be taken prior to beginning practicum courses for part-time students. For full-time students, four didactic (non-practicum courses) must be completed prior to beginning practicum experiences. The fifth non-practicum course can be taken as a co-requisite course with the practicum course.
2. The Practicum Clinical Courses (Healthcare Information and Systems Technology; Leadership; or Population and Global Health) must be taken any quarter prior to beginning the DNP Project course sequence.
3. Effective with Spring quarter 2024, a student will be permitted to fail or withdraw from ONE course a maximum of ONE time. ALL remaining courses must be passed on the first attempt. An approved medical or military leave will not be considered when applying these policy requirements.
4. Each didactic course in this program is offered only once each calendar year. A student will not be eligible to participate in a practicum course when the prerequisite didactic course is not passed.
5. A student must complete this program within a four calendar-year period from the point in time of starting the program, or risk being administratively withdrawn from the program.
6. If a student fails or withdraws from a course in the program, they will either be placed on a short-term leave or be administratively withdrawn from the program at the end of the quarter.
7. 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.

#### 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 last quarter in which attendance and grades were posted. Previously attempted 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 last quarter in which attendance and grades were posted. Previously attempted 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

Rasmussen University is committed to ensuring students can succeed in their academic courses and programs, and students should adhere to the expected due dates listed in their classes. However, if students do not submit assignments by the posted due date, they may submit assigned work up to seven days after the stated deadline. Late work is subject to some deductions in points, as described below.

- No late penalties are applied to assignments in non-competency-based courses for the **first module** within each course of the academic term or quarter.
  - Assignments due in module one must be submitted no later than seven days after the due date to be graded.
  - Assignments submitted **more** than seven days after the due date for any module will not be graded and will receive a zero in the grade book.
  - This does not include discussion posts, learning plans, and reflection activities. These activities must be submitted on time in module one to be graded.
- For module two and beyond, assignments submitted after the due date begin to have late deductions applied.
  - For assignments turned in after the due date, a 5% late deduction is applied each day for up to seven days.
  - Assignments submitted more than seven days after the due date will not be graded and will receive a zero in the grade book.
  - Discussion posts made after the discussion due date listed in the course are not accepted because the discussion is no longer active. Late discussion posts will receive a zero in the grade book.
- In some cases, students may be asked to complete an alternate assignment for an equivalent point value, such as late discussion postings, if the faculty approves.
- Other activities excluded from being submitted late are labs, exams, quizzes, simulations, and clinical activities. These activities must be completed at the specified time or by the assigned due date and cannot be made up unless the faculty approves.
- Competency-based education (CBE) courses are exempt from the late policy during the academic quarter because of the flexibility of the CBE assignment due dates for submissions.
- At the end of the term or quarter, students may not submit work after the final submission due date in any course. This includes competency-based courses.
  - If extenuating circumstances impact the ability to meet deadlines at the end of the term or quarter, students should contact faculty to discuss an Incomplete Grade. See the Incomplete Grade Policy for details about this policy.

### 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 during the Term/Quarter. Allowing the student extra time compensates for events or conditions not within the student's control (e.g., illness, emergencies, etc.)

The student must request an incomplete from the instructor or the incomplete grade can be granted at the discretion of the instructor prior to the last day of the Term/Quarter. If the incomplete is granted by the instructor, the student will have seven calendar days from the last day of the student's Term/Quarter to complete and submit their outstanding coursework. The instructor will then have seven calendar days to grade and submit the student's final grade for the Term/Quarter.

Incomplete grades will not be granted exclusively for the sake of improved cumulative grade point average, nor will they be granted to allow students to make up "extra credit" work. The instructor will take the following into consideration when granting an incomplete grade:

- The work to be completed must have been regularly assigned work, identified in the course syllabus.
- The student can reasonably be expected to complete the work by the deadline.
- The student's grade will be substantially improved.
- The student has demonstrated a commitment to completing work in a timely fashion throughout the Term/Quarter.
- Granting the incomplete is truly in the best interest of the student.
- By completing the work, the student is able to demonstrate their ability to meet the course objectives.

An Incomplete (I) grade may adversely impact Satisfactory Academic Progress until it is resolved with a final grade. See the Credits and Grades section of the Satisfactory Academic Progress Policy to understand the impact.

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.

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 noted in the Course Catalog 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 PTA Clinical II and PHT2800 PTA Capstone.

For PHT2700 PTA Clinical II:

- To achieve a passing grade in PHT2700 PTA Clinical II, the student must complete ALL of the following: a minimum of 360 hours of clinical experience evidenced by submission of a minimum of 10 weekly Clinical Trackers; rating of "entry level" on all (14) components of the Clinical Performance Instrument (CPI) or current clinical internship assessment tool; completion of all assignments with a 73% or higher on each assignment in the online (1 credit) component.
- 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 be granted an extended incomplete for PHT2700, provided they have completed all assignments in the online component with a 73% or higher.

For PHT2800 PTA Capstone:

- To achieve a passing grade in PHT2800, a student must achieve 73% or higher on a proctored, on-campus NPTE practice exam AND pass the course with 73% or higher.
- If the student is not successful in achieving a 73% or higher on a proctored, on-campus NPTE practice exam by the end of the final quarter, they may be granted an extended incomplete.
  - During the extended incomplete period, students will have a maximum of two proctored, on-campus NPTE practice attempt(s) to achieve a score of 73% or higher.
  - Exam attempt(s) will occur at the location and time designated by the Program Director.

The Program Director, in coordination with the Clinical Education Coordinator, when necessary, will consider granting an extended incomplete on an individual basis. Students must communicate their request for an extended incomplete to the Clinical Education Coordinator and Program Director PRIOR to submission of final grades for the quarter. If an extended incomplete is granted, the student will work with the Clinical Education Coordinator and/or Program Director in creating a remediation plan that will satisfy course requirements. The extended incomplete will not extend beyond the end of the following quarter. 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. If the student is not successful in meeting the requirements of this remediation 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.

### ATI End-of-Program Assessments Policy

#### A. Professional Nursing Associate's (ADN) Program and Pre-licensure Bachelor of Science in Nursing (BSN) Programs

Eligibility to take the end-of-program Comprehensive Predictor in the ADN and pre-licensure Bachelor of Science in Nursing programs is satisfied by completing each of the nine ATI Content Mastery Series (CMS) assessments identified in the pre-licensure nursing handbook as follows:

- Achieving at least a Proficiency Level 2 on the first or second attempt on all ATI CMS assessments.
- A student who does not achieve a Proficiency Level 2 on any required ATI CMS assessments within the maximum of two attempts will be required to submit standardized ATI CMS Remediation templates for each CMS assessment the student did not achieve a Proficiency Level 2.

The ATI CMS assessments or remediation should be completed within a quarter of when it was required and no later than before the start of the quarter in which NUR2989 Associate Degree in Nursing Capstone, NUR2944 Professional Nursing Capstone, or NUR4756 Transition to Practice courses, which deliver two proctored ATI Comprehensive Predictor Assessments, are first attempted.

The proctored ATI CMS assessments and the end-of-program ATI Comprehensive Predictor assessments must be completed residentially on campus in a proctored environment.

For a student to complete and receive a final passing grade in NUR2989 Associate Degree in Nursing Capstone or NUR2944 Professional Nursing Capstone, or NUR4756 Transition to Practice courses, the student must earn an individual score (benchmark) on one of the two proctored ATI Comprehensive Predictor Assessments that equates to a 95% probability of passing the NCLEX.

If the student does not attempt the end-of-program ATI Comprehensive Predictor Assessment during the requisite course or is not successful in reaching the required individual score on a first attempt during the requisite course, the student can request an Incomplete grade (I) for the course to allow the student additional time to achieve the required score within a maximum of two attempts in total (inclusive of all attempts made during the requisite course or the incomplete period) by the first day of the following quarter. Students who achieve the required individual score within the two maximum attempts by the first day of the following quarter will receive a grade change based on completing all other assignments and exams within the course.

If the student is not successful in meeting the required individual score within the two maximum attempts, the student will fail the course and be scheduled to repeat the failed course if allowed by the School of Nursing Repeating Courses and Course Withdrawal Policy for Pre-Licensure Programs.

### **B. Practical Nursing Diploma (PN) Program**

Eligibility to take the end-of-program Comprehensive Predictor in the Practical Nursing Diploma program is satisfied by completing each of the seven ATI Content Mastery Series (CMS) assessments identified in the pre-licensure nursing handbook as follows:

- 1) Achieving at least a Proficiency Level 2 on the first or second attempt on all ATI CMS assessments.
- or
- 2) A student who does not achieve a Proficiency Level 2 on any required ATI CMS assessments within the maximum of two attempts will be required to submit standardized ATI CMS Remediation templates for each CMS assessment the student did not achieve a Proficiency Level 2.

The ATI CMS assessments or remediation should be completed within a quarter of when it was required and no later than before the start of the quarter in which PRN1993 Practical Nursing Diploma Capstone course, which delivers two proctored ATI Comprehensive Predictor Assessments, is first attempted.

The proctored ATI CMS assessments and the end-of-program ATI Comprehensive Predictor assessments must be completed residentially on campus in a proctored environment.

For a student to complete and receive a final passing grade in the PRN1993 Practical Nursing Diploma Capstone course, the student must earn an individual score (benchmark) on one of the two proctored ATI Comprehensive Predictor Assessments that equates to a 92% probability of passing the NCLEX.

If the student does not attempt the end-of-program ATI Comprehensive Predictor Assessment during the requisite course or is not successful in reaching the required individual score on a first attempt during the requisite course, the student can request an Incomplete grade (I) for the course to allow the student additional time to achieve the required score within a maximum of two attempts in total (inclusive of all attempts made during the requisite course or the incomplete period) by the first day of the following quarter. Students who achieve the required individual score within the two maximum attempts by the first day of the following quarter will receive a grade change based on completing all other assignments and exams within the course.

If the student is not successful in meeting the required individual score within the two maximum attempts, the student will fail the course and be scheduled to repeat the failed course if allowed by the School of Nursing Repeating Courses and Course Withdrawal Policy for Pre-Licensure Programs.

### **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 School Dean, Associate Dean or Regional Dean of Nursing of the desired program 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 School Dean, Associate Dean or Regional Dean of Nursing of the desired program. 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 accredited institution after attending Rasmussen University
- The returning student's previous program from which they withdrew while not meeting Satisfactory Academic Progress is no longer offered at Rasmussen University
- The returning student's previous program from which they 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 Associate Dean or Dean of Nursing/Nurse Administrator of the campus in which they are enrolled.

### Course Add Policy

Students who are enrolled in courses at the beginning of an 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 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 11:59 p.m. 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.

### 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.

The academic record for a student in Graduate status is complete and final. No changes will be made unless there is a documented clerical error, and previously passed course(s) cannot be retaken to improve cumulative Graduate GPA.

As you approach graduation, please ensure your account balance is paid in full prior to graduating, or you will not receive your diploma except when required by any applicable law.

### Complete Non-Graduate Status Policy

Students who are completing coursework in non-degree/credential-seeking opportunities will have their final status awarded as Complete Non-Graduate. Students in non-degree/credential seeking opportunities with a status of Complete Non-Graduate are not eligible for graduate benefits. Where applicable, coursework completed in non-degree/credential seeking opportunities may have credits applied to eligible programs.

### 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 Honors

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 Honors

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

### Master's and Doctoral Degree Honors

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 (5000 and above)

## Standards of Satisfactory Academic Progress (SAP)

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:

- 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.
- 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%                                                           |

- 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 be included as a Failed grade 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.
- Cancel (CL), will not count toward total credits attempted for the Cumulative Completion Rate, will not be considered earned credits, will not be included in the GPA calculation, and will not appear on the student's transcript.

- 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 their eligibility for aid reinstated, they 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 their 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 their 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 their 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

## ACADEMIC INFORMATION AND UNIVERSITY POLICIES

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, Associate Dean or Dean of Nursing/Nurse Administrator 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 they have 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 Clinicals, Externships, Practicums, and Professional Practice Experiences

Clinicals, externships, practicums or professional practice experiences for Health Sciences programs are to be conducted in University-approved locations. Each site will be established utilizing an agreement to determine the responsibilities of the external partner, Rasmussen University, and the participating student. Students may need to travel out of the immediate area to complete clinical, externship, practicum or professional practice experience activities. The cost of any such travel is the responsibility of the student. Clinicals, externships, practicums or professional practice experiences 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 pass a clinical, externship, practicum or professional practice experience course, students must complete the required number of clinical, externship, practicum or professional practice experience 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 course.

All student activities associated with the curriculum, especially while the student is completing their clinical, externship, practicum or professional practice experience, will be educational in nature. The student will not receive any monetary remuneration during this educational experience, nor will they be substituted for hired staff personnel within the clinical institution.

Often, students will be offered a position toward the end of their clinical, externship, practicum or professional practice experience. It must be understood by both parties that should compensation occur for time associated with the clinical, externship, practicum or professional practice experience requirement, the student may be administratively withdrawn from the program and forfeit any accumulated hours.

#### Attendance Policy

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 each 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 each term may be administratively withdrawn from the University.

#### 2. Course Attendance

- If a student has not attended a course within 14 days of their last date of attendance in that course, they may be administratively withdrawn from the course. If the student has not attended any courses within 14 days of their last day of attendance, they 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.
- Rasmussen University uses a standard grading scale for its courses (although some programs may be required to follow additional standards).
- Clinicals, externships, practicums and professional practice experiences in Nursing and Health Sciences 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 of the start of each term or they may be administratively withdrawn from the University. 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

- If a student has not attended a course within 14 days of their last date of attendance in that course, they may be administratively withdrawn from the course. If the student has not been in attendance in any courses within 14 days of their last day of attendance, they 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.
- Student grades will be impacted by the completion of deliverables.
- Students have until the final day of the quarter/term to complete the competency-based course(s).
- 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.
- Upon completing a competency-based course, the attendance requirements have been met and Rasmussen University will post the final letter grade to the student's record.
- Clinicals, externships, practicums and professional practice experiences 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

Academic Integrity is core to the mission of Rasmussen University and sets the foundation for academic excellence. It is with utmost importance that students understand how to be responsible learners and conduct themselves with the highest standards of honor and integrity. As such, the Academic Integrity Policy defines the University's expectations for student academic behavior and outlines procedures for handling allegations of academic misconduct. Academic misconduct, whether intentional or unintentional, may be a violation of the Academic Integrity Policy. Violations of the Academic Integrity Policy may lead to disciplinary action up to and including dismissal from the University. Students are expected to commit to the following Honor Code when completing academic requirements and related activities.

**Honor Code:**

Rasmussen University expects students to commit themselves to adhering to the highest standards of ethical behavior and academic integrity when completing all coursework, participating in internship and clinical experiences, and fulfilling exam requirements. To reinforce this commitment, the University has adopted an Honor Code that outlines the University's expectations of honorable conduct.

All students enrolled in a course or program at Rasmussen University are expected to adhere to this Honor Code and pledge to avoid any action that violates the Academic Integrity Policy. Students are expected to approach their academic obligations with honor and uphold the five tenants of the Honor Code which are: Honor, Ownership, Nobility, Observance, and Respect. As a student, you may be required to attest to this Honor Code throughout your academic experiences. Failure to pledge or attest to the Honor Code is neither an offense against the Honor Code, nor a defense of an alleged academic integrity violation.

**Honesty**

I am committed to upholding the highest standards of academic integrity. I understand that integrity and honesty are important values for my success in school and within my chosen career field.

**Ownership**

I will conduct myself ethically with honor and integrity in all the coursework I produce. Under the guidance of my instructors and through using university-approved learning resources, it is my responsibility to understand the course content and show what I have learned on course work (including exams and quizzes), using my independent ability free of cheating, collusion, interference, plagiarism, forgery, submitting acquired work as my own, and the use of generative artificial intelligence (AI) that does not adhere to the expectations as outlined in the Generative Artificial Intelligence (AI) Learning Assessment and Research Policy.

**Nobility**

I hold myself and others accountable to the academic integrity policy. I will not engage in behavior that undermines the learning environment or reputation of the university. Concerns regarding my actions or actions of others will be reported to university officials.

**Observance**

I will observe and revere this Honor Code, and I acknowledge that a violation of the Honor Code or the Academic Integrity Policy may result in disciplinary action that may impact the outcome of my education.

**Respect**

I will treat faculty, staff, and students with respect and promote an environment of fairness, trust, and professionalism.

**Definitions**

- I. **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.
- II. **Cheating** is defined as fraud, deceit, or dishonesty on an assignment, quiz, exam, assessment, discussion posts, or any other academic work, collectively referred to for the purposes of this policy as "Academic Activity." Examples include, but are not limited to:
  - a. Copying answers, data, or information for any Academic Activity from another student in which the student is not permitted to work jointly with others.
  - b. Utilizing an unauthorized 3rd party for help with Academic Activities.
  - c. Misusing Artificial Intelligence sites in violation of the Generative Artificial Intelligence (AI) Learning Assessment and Research Policy.
  - d. Using or attempting to use unauthorized materials, texts, notes, information, or study aids to gain unfair advantage in any Academic Activity.
  - e. Using prohibited electronic devices during exams or assignments, such as using a hidden earpiece to receive answers or accessing unauthorized information on a device.
- III. **Collusion** is collaborating with another person or entity to create an unfair advantage, assisting, attempting to assist, or receiving assistance from another person to create an unfair advantage; or conspiring with another person or entity in or outside the University to create an unfair advantage. Examples include, but are not limited to:
  - a. Allowing others to use your Academic Activities or providing unauthorized access to your Academic Activities, University technological resources, or University-issued academic accounts to any other individual.
  - b. Gaining unauthorized access to another student's Academic Activities, University technological resources, or University-issued academic accounts.
  - c. Sharing and disclosing any Academic Activities.
  - d. Submitting Rasmussen or student content to unauthorized 3rd-party sites.

- e. Using content from unauthorized 3rd-party sites without appropriate citations and without permission from the University.

- IV. **Fabrication** is the act of creating something that does not exist. **Falsification** is the act of changing something to deceive. **Forgery** is the act of imitating or counterfeiting documents, signatures and the like. Examples include, but are not limited to:
  - a. Deliberately falsifying, altering, or inventing student records.
  - b. Deliberately falsifying, altering, or inventing information for an Academic Activity.
  - c. Deliberately falsifying, altering, or inventing citations used in an Academic Activity.
- V. **Impersonation** is defined as assuming another person's identity or allowing another person or entity to impersonate you or assume your identity to complete an Academic or Enrollment Activity. Examples include, but are not limited to:
  - a. Completing official documents, such as entrance requirements or accommodation requests.
  - b. Taking exams/quizzes.
  - c. Submitting assignments or deliverables for a course.
  - d. Attending (or logging in to) class in lieu of another individual.
  - e. Taking part in clinicals or externships.
  - f. Communicating under the guise of the student.
- VI. **Plagiarism** is the act of representing an individual's or organization's words, thoughts, or ideas as one's own. Examples include, but are not limited to:
  - a. 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.
  - b. Using charts, illustrations, images, figures, equations, etc., without citing the source.
  - c. Using an Academic Activity (in whole or in part) purchased, copied, or obtained from an unauthorized 3rd party.
  - d. Violating copyright or committing piracy, including the use, alteration, or duplication of media, software, code, or information when expressly prohibited or where copyright exists or is implied.
  - e. Misusing generative Artificial Intelligence without citing the use of it or in any other manner against the University's Generative Artificial Intelligence (AI) Learning Assessment and Research Policy.
- VII. **Sabotage** seeks to gain unfair academic advantage by destroying, damaging, or stealing another person's work and/or property, or obstructing or interfering with an instructor's materials or another student's academic work (including documents, design, data, technology, etc.) Examples include, but are not limited to:
  - a. Installing spyware, viruses, or other damaging software in another person's computer or academic equipment to undermine or damage another person's academic progress.
  - b. Withholding or misrepresenting common knowledge about an academic activity as a deliberate attempt to harm another person's academic progress.
  - c. Revealing confidential data about another person or their Academic Activity.

**Violations:** Students who violate the Academic Integrity Policy, (commit academic misconduct) are subject to corrective action to deter future misconduct and to hold students accountable for their actions. Academic Integrity Policy violations and corrective actions are documented and cumulative; corrective actions may be increased based on past academic integrity records, the severity of the violation, and the impact upon the academic community. Examples of corrective actions that may be implemented depending upon the severity of the occurrence(s), include but are not limited to the following:

**Faculty Implemented Corrective Actions**

- Redo Academic Activity for partial or full credit; Late Assignment Submission Policy deduction may apply.
  - No resubmission – Partial credit on Academic Activity
  - No resubmission – Zero credit on Academic Activity
- Academic Integrity Committee Corrective Actions**
- Withdrawal from the course and receive a Fail (F) grade.
  - Dismissal from Rasmussen University

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 risk harming future educational and employment opportunities.

**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 academic integrity record, the severity of the violation, and the impact upon the academic community.

**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.

**Academic Integrity Appeal Process:** When there is a finding of academic misconduct, the student will have the opportunity to provide any additional and pertinent information they would like considered so long as the basis for the appeal is to claim that the act of academic misconduct was not committed. Attempting to justify the act of misconduct is not an acceptable basis for an appeal. A student found in violation of the Academic Integrity Policy may appeal a finding of academic misconduct based upon the type of implemented corrective action.

- **Faculty Implemented Corrective Actions** must be appealed first to the faculty within 5 business days of the violation determination. If not resolved at the faculty level, the student may appeal within 5 business days of the faculty's response to the School Dean, Associate Dean, or Nurse Administrator leader. Decisions made by the School Dean, Associate Dean, or Nurse Administrator leader are final.
- **Academic Integrity Committee Corrective Actions** must be appealed within 5 business days of the Academic Integrity Committee decision to the academic appeals committee. Decisions made by the Academic Appeals Committee are final.

#### Generative Artificial Intelligence (AI) Learning, Assessment, and Research Policy

Rasmussen University supports students' ethical and transparent use of generative artificial intelligence (AI). Generative AI refers to technologies that can create content autonomously, such as text, images, or multimedia. Ethical use of generative AI includes implementation of such tools in the processes of brainstorming and editing. All use of the generative AI by students must comply with Rasmussen University's academic integrity policy. Any use of generative AI to supplement student submissions of course assignments and deliverables – written, visual, or otherwise – must be cited appropriately with the A.I. tool employed, e.g., (OpenAI, 2024). Generative AI should not be used by students to complete assignments or deliverables in total. Rasmussen University students are responsible for the quality of ideas as well as the accuracy of information and sources within all their submitted assignments.

#### 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 their official transcripts from other institutions be sent directly to Rasmussen University. Transcripts can be sent electronically from an approved third-party provider, emailed directly from the institution to transcripts@rasmussen.edu or mailed directly to:  
Rasmussen University  
Attn: Transcripts Department  
8300 Norman Center Drive - Suite 300  
Bloomington, MN 55437

Transcripts sent to Rasmussen University by the student will be deemed unofficial. 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 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 corequisite 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 required credits must be completed in order to graduate.
- College-level courses completed at an accredited institution of higher learning as recognized by the U.S. Department of Education or the Council for Higher Education Accreditation (CHEA), or recognized by the American Council on Education (ACE), or Rasmussen predetermined course-by-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 "completer block transfer" candidates for the 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 - RN to BSN entrance option 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 pre-licensure Bachelor of Science in Nursing programs must complete at least 52% of their program requirements at Rasmussen University, and no more than 48% may be completed via transfer credits, course waivers, credit by examination, self-directed assessment, or other means.
  - Students in the Doctor of Nursing Practice and Nursing Post-Graduate Certificate (excluding Nurse Practitioner) programs, must complete 100% of their program requirements at Rasmussen University.
  - Students in Master of Science in Nursing and Post-Graduate Certificate-Nurse Practitioner programs may fulfill up to 12 Core program credits with eligible transfer credit.
  - Students in a Post-Graduate Certificate-Nurse Practitioner programs must complete at least 77% of their program requirements at Rasmussen University, and no more than 23% of program requirements may be completed via transfer credits. Only Core courses may be fulfilled with transfer credits.
  - 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 an approved Association of International Credential Evaluators, Inc. (AIICE-eval.org) or National Association of Credential Evaluation Services (NACES.org) member to determine if the student's credit transfer is equivalent to Rasmussen coursework. 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 an evaluation from an approved credential evaluation service provider only when the transcript is not written in the English language. The student is responsible for the cost of the evaluation.
- 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 passed, will be removed and the student will be required to complete the program requirements in order to graduate. Failure to successfully complete all required coursework or submit official transcripts by the end of their program will result in the student being withdrawn.
- 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 of Credit

- Course-by-course transfer credits from an accredited institution of higher learning will be evaluated based on course content. Most courses that are comparable in content will be accepted when University transfer credit requirements are met.  
Lower-level Rasmussen course requirements may be fulfilled with either lower-level or upper-level external transfer courses. Upper-level Rasmussen course requirements may be fulfilled only with upper-level external transfer courses. Lower-level courses are typically numbered 100-299 or 1000 to 2999. Upper-level courses are typically numbered 300-499 or 3000-4999.

## ACADEMIC INFORMATION AND UNIVERSITY POLICIES

- 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 assessments, and course waivers impact Cumulative GPA and other Satisfactory Academic Progress standards in the student's program of enrollment and progress toward program completion.
- 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. If a required course was previously attempted and passed at Rasmussen University, transfer credit will not be accepted to replace the grade earned at Rasmussen University. 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.
- General Education credits may be considered for transfer regardless of completion date unless superseded by program-specific transfer policy.
- Clinical, Externship, Internship, Practicum and Professional Practice Experience courses cannot be transferred in from another institution of higher learning or fulfilled via a Rasmussen challenge (test out) exam.
- Credits in Core courses in Technology programs must have been earned within the previous three (3) calendar years of the date the student starts in the program. 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 Design programs must have been earned within the previous five (5) calendar years of the date the student starts in the program. Prefixes include ADV, DIG, GRA, and PGY. This excludes ART1200C Sketching for Designers, which does not have an expiration.
- Credits in Core courses in Health Sciences programs must have been earned within the previous five (5) calendar years of the date the student starts in the program. Prefixes include HIM, HSA, HSC, MEA, PHC, and PTN. This excludes HSC1531 Medical Terminology, which does not have an expiration.
- Credits in Core courses within the Medical Assisting, Medical Laboratory Technician, Physical Therapist Assistant, Radiologic Technology, and Surgical Technologist programs with course prefixes of MEA, MLT, PHT, RTE, and STS cannot be fulfilled with transfer credit based on courses completed at other institutions. Students who have completed external courses similar to Rasmussen courses with prefixes of MEA, MLT, PHT, RTE, and STS at an accredited institution within one calendar year of the date the student starts in the program may attempt a challenge exam when approved by the Associate Dean. The MEA2203 Pathophysiology and MLT1325 Phlebotomy courses can be fulfilled by external transfer credit or challenge exams, and have a five (5) calendar year time limit.
- When previously completed at Rasmussen, Medical Laboratory Technician, Physical Therapist Assistant, Radiologic Technology, and Surgical Technologist core courses with prefixes of MLT, PHT, RTE, and STS have a two (2) calendar year time limit from time of course completion and the start date of the student's reentry into the program. This excludes MLT1325 Phlebotomy and MLT1728 Introduction to Chemistry courses, which have a five (5) calendar year time limit.
- Nursing Programs will not accept any Core course transfers for courses with prefixes of NUR and PRN. Master of Science in Nursing and Post-Graduate Certificate-Nurse Practitioner programs allow up to 12 Core program credits (NGR prefix) to be fulfilled with transfer credit when comparable graduate-level courses have previously been completed within the past five (5) calendar years of the date the student starts in the program and the courses were completed when enrolled in a programmatically accredited program. Practicing nurse practitioners who are nationally certified are exempt from the five (5) calendar year requirement.
- Credits in core courses in Criminal Justice, Law Enforcement, and Paralegal programs with course prefixes CCJ, CJC, CJE, CJL, and PLA must have been earned within the previous five (5) calendar years of the date the student starts in the program.

## • Law Enforcement Transfer:

1. Credits in core courses in Law Enforcement programs with the course prefix CJK as well as the CJE2990 Capstone for Law Enforcement course must be completed at Rasmussen and expires 12-months after course completion. However, CJK2640 Minnesota Traffic Code and CJK2724 Minnesota Criminal Code are eligible for transfer of credit.
2. Transfer credits for Law Enforcement Core Courses (CCJ, CJE, CJK, CJL prefixes) can only be accepted if the incoming course is from an accredited institution and contains approved equivalent training, upon satisfactory evidence as determined by the Law Enforcement Coordinator.
3. 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. 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.
4. 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.
5. 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%.

**Transfer of General Education Science Credits for School of Nursing and School of Health Sciences**

Transfer of credit, and credit for previously completed Rasmussen courses, for specific required General Education science courses as defined in the program curriculum, may be awarded when the following requirements have been met:

- Course was completed within the past five (5) calendar years of the date the student starts in the program.
  - Students who are reentering the same program credential within five quarters of when they withdrew are exempt from the 5-year time limit if the credits were previously earned at Rasmussen University or previously accepted by Rasmussen as official transfer credit with a TR grade posted.
- Course was completed with a grade of C or higher.
- Course credits are at least equal to Rasmussen's course credit value.
- If the courses were completed more than five (5) calendar years from the date student starts in the program and/or the course(s) were completed with a grade below C as part of a conferred degree, the student may, at their own expense, choose to attempt the Rasmussen credit by examination (test-out) for any of the courses covered by this policy. If a score of 73% or higher is achieved, Test Out (TO) transfer credit will be awarded.

**For Nursing programs:**

- When a new or returning student is scheduled to start their first Nursing courses in their first quarter of enrollment (course prefix NUR), transferred coursework must be completed and proof of completion provided prior to the first day of the student's first quarter of enrollment in the program.
- When a continuing student is scheduled to start their first Nursing courses (course prefix NUR), transferred coursework must be completed, and proof of completion must be provided prior to the first day of the quarter in which the Nursing courses are scheduled.

**For Health Sciences programs:**

- Transferred coursework must be completed, and proof of completion provided, prior to the first day of the term that the student is scheduled for a course for which the external course is either a prerequisite or corequisite.

**Science courses covered by this policy:**

- BSC2087C Human Anatomy and Physiology I \*
- BSC2089C Human Anatomy and Physiology II \*

**For Nursing and Health Sciences programs:**

- \* When both courses of an eligible two-part Human Anatomy & Physiology with lab series have been completed at the same institution or through the same entity, the courses will be eligible to fulfill both Human A&P I and II.
- \* When Rasmussen Academic Leadership has verified that the content of an external A&P I or A&P II course includes the same body systems as the Rasmussen course, the external course will be eligible to fulfill the Rasmussen course requirement. For example, Rasmussen's BSC2087C Human A&P I course includes the endocrine system; an external A&P I course that does not include the endocrine system is not eligible to fulfill Human A&P I as transfer credit.

See the General Transfer of Credit and Course-by-Course Transfer policies for additional transfer requirements.

**Declining Transfer of Credit**

A student may choose to decline external transfer credit that would otherwise be awarded by submitting the Transfer Credit Declaration form to their Advisor. The transfer credits will be removed from the student's current enrollment record. The request must explicitly state for which course(s) 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 their 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.

**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.

The student is responsible for submitting previously completed coursework for transfer credit consideration. The student will be required to provide the syllabus from the term the course was completed, as well as identify the Rasmussen course they think closely aligns with the course they completed. A maximum of four courses can be submitted for review at a time. The Dean or Associate Dean will determine if transfer credit will be awarded. This decision cannot be appealed. If more than two external courses are deemed comparable to Rasmussen courses, the student has the choice as to which two courses they would like fulfilled with transfer credit. If none of the submitted courses are accepted as transfer credit, the student may submit additional courses for review until maximum transfer credit has been awarded.

**Transfer of Credit for Master of Science in Nursing Degree Students**

Master of Science in Nursing programs allow up to 12 Core program credits (NGR prefix) to be fulfilled with transfer credit when comparable graduate-level courses have previously been completed within the past five (5) calendar years from the date student starts in the program and when the student was enrolled in a programmatically accredited program. Practicing nurse practitioners who are nationally certified are exempt from the 5-year requirement. Capstone courses are not eligible to be fulfilled with transfer credit and must be completed at Rasmussen University.

The student is responsible for submitting previously completed coursework for transfer credit consideration. The student will be required to provide the syllabus from the term the course was completed, as well as identify the Rasmussen course they think closely aligns with the course they completed. A maximum of four courses can be submitted for review at a time. The Dean of Post-Licensure Programs will determine if transfer credit will be awarded. This decision cannot be appealed. If more than three external courses are deemed comparable to Rasmussen courses, the student has the choice as to which three courses they would like fulfilled with transfer credit. If none of the submitted courses are accepted as transfer credit, the student may submit additional courses for review until maximum transfer credit has been awarded.

**Transfer of Credit for Post-Graduate Certificate-Nurse Practitioner Students**

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 (5) calendar years from the date student starts in the program and when the student was enrolled in a programmatically accredited program. 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.

**General Education Block Transfer for Baccalaureate Candidates**

For students with a conferred Bachelor's 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, General Education credits passed with a grade of C or higher applicable to the enrolled program 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 Community College of the Air Force 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 Fundamentals in Clinical Techniques, MEA1460 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 residential Healthcare/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 Healthcare Associate's Degree - Medical Assisting specialization program through Rasmussen University Online. 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 Specialist training program through the United States Army as recorded on either a Joint Services Transcript (JST) or Community College of the Air Force transcript.

1. A block transfer of 20 credits when enrolling into the Medical Assisting Diploma program. The block transfer includes HSC1531 Medical Terminology, MEA1350 Fundamentals in Clinical Techniques, MEA1460 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 residential Healthcare/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 Healthcare Associate's Degree - Medical Assisting specialization program through Rasmussen University Online. The block transfer includes all Medical Assisting Diploma courses except COM1002 Introduction 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.

**Military Block Transfer for Healthcare Associate's Degree – Healthcare Administration Specialization (Health Sciences Associate's Degree – Healthcare specialization in IL)**

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 a Community College of the Air Force 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).

#### **Military Block Transfer for Physical Therapist Assistant Associate's Degree**

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 five (5) calendar years from the date student starts in the program, as recorded on either a Joint Services Transcript (JST) or a Community College of the Air Force transcript, may be eligible for a block transfer of 63 credits when enrolling in this Associate's program. Students accepted through this Block Transfer policy must complete at least 25% of their program requirements at Rasmussen University.

The following block transfer may be awarded only when student meets all of the following criteria:

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 Associate Dean.
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 Associate Dean.
3. 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 School of Health Sciences Entrance 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.

#### **Military Block Transfer for Pre-licensure Nursing Programs**

Students who enroll in a Rasmussen Practical Nursing, Professional Nursing or pre-licensure 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 Community College of the Air Force transcript may be awarded a block transfer for the following courses:

##### **Practical Nursing Diploma Program:**

- **Air Force** – Medic Course BMTCP fulfills PHA1500 Structure and Function of the Human Body, PRN1032 Client-Centered Care I and PRN1381 Principles of Pharmacology.
- **Army** – Medic Course Medic Program 68W or AR-0709-0065 V04 Health Care Specialist fulfill PHA1500 Structure and Function of the Human Body and PRN1381 Principles of Pharmacology.
- **Navy and Marines** – Medic Course HM0000 fulfills PHA1500 Structure and Function of the Human Body, PRN1032 Client-Centered Care I and PRN1381 Principles of Pharmacology.

##### **Professional Nursing Associate's and Pre-licensure Bachelor of Science in Nursing Degree Programs:**

- **Air Force** – Medic courses (BMTC101N, NURS101 and NURS201) or (NUR1318, NUR1319 and NUR1304, NUR1317 or NUR1320) fulfill NUR1055 Introduction to Nursing and NUR2180 Physical Assessment
- **Army** – The Combat Medic Program or AR-0709-0065 V04 Health Care Specialist fulfills NUR2180 Physical Assessment
- **Navy** – Medic courses BMTC101N, NURS101 and NURS201 fulfill NUR1055 Introduction to Nursing and NUR2180 Physical Assessment

#### **Healthcare Associate's Degree – Healthcare Administration Specialization Completer Block Transfer**

The following Completer block transfer will be awarded only when student is enrolled in the version of this program that does not require a School of Health Sciences Entrance Exam and is enrolled through Rasmussen University Online:

A block transfer of 38 credits may be allowed when 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. When applying this policy, the transfer maximum is 67%.

#### **Healthcare Associate's Degree – Medical Administrative Assistant Specialization Completer Block Transfer**

The following Completer block transfer may be awarded only when student meets one of the following criteria:

1. Students who have completed a Medical Administration Certificate or Diploma program that was accredited by an accrediting agency recognized by the U.S. Department of Education or Council for Higher Education Accreditation at the time the program was completed may be eligible for a block transfer of 32 credits when enrolling in this 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. Graduates of a Rasmussen University Medical Administrative Assistant Diploma program may receive a Completer block transfer of 55 credits when enrolling in this Associate's Degree program. Students will be awarded a block transfer of 38 credits to apply toward the Medical Administrative Assistant Certificate and 17 credits that include 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 Associate's Degree – Medical Assisting Specialization Completer Block Transfer**

A block transfer of 41 core credits may be awarded into this Associate's program when student is both enrolled through Rasmussen University Online and graduated from a Medical Assisting Diploma program earned at an accredited institution of higher learning as recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

Rasmussen University Medical Assisting Diploma graduates may 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 Associate's Degree – Pharmacy Technician Specialization Completer Block Transfer**

A block transfer of 32 core credits may be awarded into this Associate's program if one of the following criteria is met:

1. Graduated from a Pharmacy Technician certificate or diploma program earned at an accredited institution of higher learning as recognized by the U.S. Department of Education or the Council for Higher Education Accreditation (CHEA), 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 awarded into this Associate's program if one of the following criteria is met:

1. Graduated from a Rasmussen University Medical Billing and Coding Certificate program within the past five (5) calendar years from the date student starts in the program, or
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 (5) calendar years from the date student starts in the program.

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. 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 or Bachelor's degree from an accredited institution as 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 completed at least 60 quarter credits of college-level coursework, and completed college-level English Composition and Math courses, with a grade of C or higher at an institution accredited by an agency recognized by the U.S. Department of Education will receive block transfer credit up to the actual eligible credits completed.
- Students enrolling into a program that requires specific lower-level coursework and have not completed this coursework will have their block transfer adjusted to reflect the additional lower-level courses needed.

### 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 a conferred 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 courses 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%.

### Pre-Licensure Bachelor of Science in Nursing Program 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: BSC2087C Human Anatomy and Physiology I, BSC2089C Human Anatomy and Physiology II, CHM1100C General Chemistry and MCB2340C 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 HUN2000 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 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.

### Self-Directed Assessment Policy

Rasmussen University's self-directed assessment offerings 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 that allows self-directed assessment is required to gain access to the library of self-directed assessments. Non-Degree Seeking students do not have access to self-directed assessments.
- Student must attempt a minimum of six credits in Traditional Courses or Competency-Based Courses per quarter to be eligible for financial aid while taking a self-directed assessment, and student is not eligible to attempt self-directed assessment until all Developmental Education requirements are fulfilled.
- Any student or prospective student must be in good academic standing to enroll in any self-directed assessments.
- Student has flexible time to complete a self-directed assessment attempt but is not to exceed 45 days from the point in time each self-directed assessment is accessed.
- Self-directed assessments must be completed prior to the first day of the quarter in which the student is expected to graduate. The quarter of expected graduation is determined by the graduation date as it appears in the Rasmussen Student Portal. Students who do not meet this requirement will be expected to complete the course requirements as a regularly scheduled Traditional Course or a Competency-Based Course.
- Self-directed assessment is optional unless a programmatic requirement explicitly dictates that certain credits be completed using self-directed assessment. Such requirements are published in the University Catalog.
- If student does not complete the self-directed assessment attempt within the deadline, then student will be required to meet the programmatic requirement through a Traditional Course or a Competency-Based Course at the applicable standard tuition and fee rates.
- Academic Appeals are not considered for self-directed assessment or any other form of prior learning assessment. Technical issues should be resolved through the Personal Support Center at the time an issue is discovered.
- 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.
- Credit for successfully completed self-directed assessment will appear on the student transcript with a grade designation of TO (test-out credit), will equal the number of credits for the course equivalent(s) of the self-directed assessment, and will count toward student's maximum transfer of credit.
- 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 self-directed assessment option. If the course is subject to time limits and is expired, the equivalent self-directed assessment option may be attempted.
- A student may complete a self-directed assessment and later decline Transfer Credit for the option (TO grade) and enroll in an equivalent Traditional Course or a Competency-Based Course and earn a letter grade.
- Self-directed assessments which are attempted in lieu of prerequisite and corequisite 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 Corequisite language in the catalog for details.
- Self-directed assessment enrollment will not satisfy credit load requirements for the purposes of veterans benefit program funding or any other student financial assistance program.
- Each self-directed assessment attempt has a per-attempt out-of-pocket fee defined in the Tuition and Fee Attachment to the Enrollment Agreement, and these attempts cannot be paid for with state or federal financial aid. Fees for self-directed assessment are non-refundable and nontransferable if student has been accepted to the program.
- 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 self-directed assessment fee does not guarantee the award of credits. Any credits awarded will be based on successfully meeting the criteria of the assessment and the criteria of this policy.
- 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.

**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/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. If the course is subject to time limits and is expired, the equivalent credit by examination may be attempted.
- If a student does not pass a Credit by Examination attempt, the option to attempt the faculty-led course remains.
- Academic Appeals are not considered for credit by examination, self-directed assessment, or any other form of prior learning assessment. Technical issues should be resolved through the Personal Support Center at the time an issue is discovered.
- 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. The decision to accept transfer credits is always at the discretion of the receiving institution.

**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 College Board. A score of 3 or higher required.
- For graduates of United States high schools who provide transcripts of individual certificate completion in an International Baccalaureate® (IB) Diploma Programme credit may be awarded based on individual subjects; examination scores of 4 and higher are required. Courses will be accepted relative to the program of enrollment.
- College-Level Examination Program (CLEP) examinations administered by the College Board. A score of 50 or higher is required for computer-based testing since 2/15/2003. For paper-based exams taken prior to 2/15/2003, the CLEP ACE recommended score will be used. 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.
- 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.

**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 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 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 Adobe and Autodesk.

- 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 five 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 (ECPC) awarded by the Florida Department of Education
  - d. Florida Child Care Apprenticeship Credential (CCAC) awarded by the Florida Department of Education
2. Students who hold any of the following Wisconsin credentials may 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, Diploma or Associate's Degree programs may receive 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, Diploma or Associate's Degree programs may receive 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 receive 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 receive waivers from: Ethics and Leadership in Early Childhood Education; and Supporting Professional Practices in Early Childhood Education.
3. AIM4Excellence Director Credential—Students who hold this credential and are enrolled in the Early Childhood Education Leadership Bachelor's degree program may receive waivers from: Organizational Management in Early Childhood Education; Supporting Professional Practices in Early Childhood Education; and Ethics and Leadership in Early Childhood Education.
  4. Students enrolled in an Early Childhood Education Certificate, Diploma, or Associate's Degree who completed the Learning Care Group Master Training Program may receive waivers from Early Childhood Education Exploration I: Knowledge and Early Childhood Education Exploration II: Planning.

#### School of Health Sciences Waivers

1. 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).
2. 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 Billing Coding practicum coursework. Students must complete and submit the required paperwork to the Dean/Associate Dean 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 Dean/Associate Dean will inform Central Operations Transfer department 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).
3. 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 for specific courses related to a certification within the School of Justice Studies may be considered for students who have select professional certifications from recognized state police/corrections academies.
- A review of the content against the syllabus of the course for which transfer is requested will be assessed; the student will be required to provide evidence of course completion and the syllabus for the course/certification to be assessed that includes the required hours. Awarding a course waiver is at the sole discretion of the Associate Dean, School of Justice Studies and School of Human Services. Sufficient time must be allowed for an appropriate review.

- 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 Nursing Waivers

Students who enroll in the Professional Nursing Associate's Degree program or a pre-licensure Bachelor of Science in Nursing Degree program, 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).

#### School of Technology Waivers

- Course waivers will be considered for students who have select professional certifications from CISA, Cisco, CompTIA, C++ Institute, (ISC)², ITIL, Lean Six Sigma, Microsoft, MCSA, PMI, VMware.
- Course waivers will be considered for specific courses within the School of Technology related to the certification.
- Certifications must have been earned within the last three years or are current through renewal, except Microsoft Office certifications that waive the Excel course requirement, which do not expire.
- 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).

#### 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) or Community College of the Air Force transcript. ACE recommended military credits accepted for transfer will be listed on the student's transcript with a PT (pending transfer credit) or TR (official transfer credit) 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

A transcript is a complete and unabridged copy of all academic work attempted while enrolled at Rasmussen University, except for transfer credit taken elsewhere. Transfer and test credits accepted toward a Rasmussen degree are recorded on the academic record. However, the transfer and test grades earned are not displayed on the transcript and are not calculated into Grade Point Average (GPA). Course and grade information contained on your transcript is released only upon your written consent or as required by any applicable law.

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.

Current and former students may access and download an unofficial transcript through the Student Portal at no charge as long as their account remains active.

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 assessment 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 faculty-led course, or its specified self-directed assessment.

| Course Equivalent | Self-Directed Assessment | Self-Directed Assessment Description | Test-Out (TO) Credits |
|-------------------|--------------------------|--------------------------------------|-----------------------|
|-------------------|--------------------------|--------------------------------------|-----------------------|

LOWER DIVISION - GENERAL EDUCATION

|                     |                                          |                                                                         |   |
|---------------------|------------------------------------------|-------------------------------------------------------------------------|---|
| English Composition | English Composition                      | See ENC1101 English Composition course description                      | 4 |
| Communication       | Communicating in Your Profession         | See COM1388 Communicating in Your Profession course description         | 4 |
| Communication       | Introduction to Communication            | See COM1002 Introduction to Communication 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 |

The decision to accept transfer credits is always at the discretion of the receiving institution.

| Course Equivalent                                                                                                                                   | Self-Directed Assessment                        | Self-Directed Assessment Description                                                                                                                                                      | Test-Out (TO) Credits |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <b>LOWER DIVISION - CORE</b>                                                                                                                        |                                                 |                                                                                                                                                                                           |                       |
| 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 bundle | 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                     |

The decision to accept transfer credits is always at the discretion of the receiving institution.

| Course Equivalent                         | Self-Directed Assessment             | Self-Directed Assessment Description                                                                                                                                                                                                                                                                                                                            | Test-Out (TO) Credits |
|-------------------------------------------|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <b>UPPER DIVISION - GENERAL EDUCATION</b> |                                      |                                                                                                                                                                                                                                                                                                                                                                 |                       |
| Communication                             | 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.                 | 4                     |
| Communication                             | Visual Communication in the Media    | See MMC3407 Visual Communication in the Media course description                                                                                                                                                                                                                                                                                                | 4                     |
| Humanities                                | 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.   | 4                     |
| Humanities                                | 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.                               | 4                     |
| Math                                      | Inferential Statistics and Analytics | See STA3215 Inferential Statistics and Analytics 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 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. | 4                     |

The decision to accept transfer credits is always at the discretion of the receiving institution.

## UNIVERSITY POLICIES

### Academic Freedom and Responsibility Policy

Rasmussen University respects and upholds the principles of academic freedom for its faculty and staff, specifically those involving teaching and learning activities, scholarly endeavors, and shared governance, while upholding the Mission of the institution.

These freedoms include the following:

- The freedom to express beliefs, opinions, and ideas in the classroom related to the exploration of academic subjects in the interest of course learning outcomes.
- The freedom to share professional expertise and an authentic, real-world application of knowledge.
- The freedom to conduct research and engage in scholarship related to one's areas of interest.
- The freedom to choose professional affiliations and opportunities for professional development.
- The freedom to engage in shared governance opportunities at the University.

To attain these freedoms, the Rasmussen University faculty and staff accepts the following responsibilities:

- The responsibility to understand and apply sound practices of teaching and learning.
- The responsibility to maintain instructional quality, academic rigor, and academic and ethical standards appropriate to an institution of higher learning and integral to the professional preparation of students.
- The responsibility to respect the rights and opinions of others, especially students.
- The responsibility to appropriately represent the Rasmussen University community, and to acknowledge that some beliefs are personal and may not reflect the views of the institution.

### Accommodations Policy

The mission of Rasmussen University in disability services is to create an accessible university community where students with disabilities have an equal opportunity to participate fully in all aspects of the educational experience. Rasmussen University recognizes its obligation under the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973 and commits to the success of its students and faculty by prohibiting discrimination on the basis of disability and requiring reasonable accommodations to qualified students with disabilities in all programs and activities. Students with disabilities do not have to self-disclose or register with the University's Accommodations Officers, although the University encourages them to do so. Students seeking academic accommodations or adjustments must contact an Accommodations Officer to facilitate such services. Further information regarding Accommodations can be found at <https://www.rasmussen.edu/student-life/disability-services/>.

### 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 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 2030. 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).

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 Associate degree in Health Information Technician has been reaffirmed through 2030. 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)

The Medical Assisting Diploma program at the Central Pasco, Fort Myers, Ocala and Tampa/Brandon campuses in Florida; the Aurora/Naperville, Rockford, and Romeoville/Joliet campuses in Illinois; the Bloomington, Eagan, Hennepin/Anoka, Mankato, and St. Cloud campuses in Minnesota, and the Green Bay campus in Wisconsin are accredited by the Accrediting Bureau of Health Education Schools (ABHES). Accrediting Bureau of Health Education Schools, 6116 Executive Blvd., Suite 730, North Bethesda, MD 20852, (301) 291-7550.



The Medical Laboratory Technician program at the Eagan campus 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](mailto: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>. 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 - 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.CampbellI@rasmussen.edu](mailto:Stacy.CampbellI@rasmussen.edu).

The following Radiologic Technology Associate Degree programs at Rasmussen University are accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT):

- Eagan campus in Minnesota was granted reaccreditation in 2021 for a period of eight years.
- Fort Myers campus in Florida was awarded reaccreditation in 2024 for a period of eight years.
- Ocala campus in Florida was granted reaccreditation in 2023 for a period of eight 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 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).

The Practical Nursing program at Rasmussen University at the:

- 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.
- 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.
- 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 Continuing 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 Continuing 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 Continuing 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 Professional Nursing Associate's program at Rasmussen University at the:

- 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.
- 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 Continuing 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 Continuing 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 Continuing 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 Continuing Accreditation with Conditions.
- Ocala campus (with a satellite in North 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 Continuing Accreditation with Conditions.
- Effective July 28, 2020, the associate nursing program at Rasmussen University at the Romeoville campus (with extension campuses 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, 2024.
- 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 Continuing 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 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.

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>.

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 Post-Graduate APRN Certificate 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 Doctor of Nursing Practice 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.

## 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.

- The Professional Nursing Associate's degree program at the Fort Myers campus in Florida is approved by the Florida Board of Nursing. On Feb. 1, 2023, pursuant to § 464.019(5)(a)(2) Fla. Stat., the Florida Board of Nursing placed the Professional

Nursing Associate's degree program at the Fort Myers campus on probation because for two consecutive years (2021 and 2022) the program had graduate passage rates on the National Council of State Boards of Nursing Licensure Examination for Registered Nurses ("NCLEX-RN") that were more than 10 percentage points lower than the national average passage rate during the same calendar years for graduates of comparable degree programs who are United States educated, first-time NCLEX-RN test takers.

On Feb. 1, 2023, the Professional Nursing Associate's degree program at the Fort Myers campus in Florida presented a remediation plan to the Florida Board of Nursing, which included both strategies that the University has implemented and strategies that the University plans to implement that aim to improve first-time test takers' performance on the NCLEX-RN.

The Professional Nursing Associate's degree program at the Fort Myers campus in Florida did not achieve the required NCLEX-RN passage rate during its first year on probation for calendar year 2023. On Feb. 7, 2024, the Florida Board of Nursing chose to extend the probationary status for one additional year because the program has demonstrated adequate progress toward the required NCLEX-RN passage rate by meeting a majority of the benchmarks established in the remediation plan. However, if the program fails to achieve the required NCLEX-RN passage rate at the end of this second year of probation, the Florida Board of Nursing shall terminate the program.

If Enrollee is accepted into the Professional Nursing Associate's degree program at the Fort Myers campus in Florida and graduates from the program while it is on probation, then Enrollee will be able to take the NCLEX-RN. If Enrollee is accepted into the Professional Nursing Associate's degree program at the Fort Myers campus in Florida and the Florida Board of Nursing terminates the program before Enrollee graduates, then the program will be taught out, which will allow current students at the time of program termination the opportunity to graduate and take the NCLEX-RN. Because neither probationary status nor possible program termination affects students' ability to graduate and take the NCLEX-RN, refunds based on probationary status or program termination will not be issued for tuition and fees incurred.

- The Professional Nursing Associate's degree program at the Ocala campus in Florida is approved by the Florida Board of Nursing. The North Orlando campus is recognized as a satellite of the Ocala campus. On Feb. 7, 2024, pursuant to § 464.019(5)(a)(2) Fla. Stat., the Florida Board of Nursing placed the Professional Nursing Associate's degree program at the Ocala campus, including the North Orlando satellite, on probation because for two consecutive years (2022 and 2023) the program had graduate passage rates on the National Council of State Boards of Nursing Licensure Examination for Registered Nurses ("NCLEX-RN") that were more than 10 percentage points lower than the national average passage rate during the same calendar years for graduates of comparable degree programs who are United States educated, first-time NCLEX-RN test takers.

On Feb. 7, 2024, the program presented a remediation plan to the Florida Board of Nursing, which included both strategies that the University has implemented and strategies that the University plans to implement that aim to improve first-time test takers' performance on the NCLEX-RN. If the program meets the required NCLEX-RN passage rate in the future, the Florida Board of Nursing will remove the program's probationary status. If the program, during the 2 calendar years following its placement on probationary status, does not achieve the required NCLEX-RN passage rate for any 1 calendar year, the Florida Board of Nursing may extend the program's probationary status for 1 additional year, provided the program has demonstrated adequate progress toward the required NCLEX-RN passage rate by meeting a majority of the benchmarks established in the remediation plan. If the program is not granted the 1-year extension or fails to achieve the required NCLEX-RN passage rate by the end of such extension, the Florida Board of Nursing shall terminate the program.

If Enrollee is accepted into the Professional Nursing Associate's degree program at the Ocala campus, including the North Orlando satellite, and graduates from the program while it is on probation, then Enrollee will be able to take the NCLEX-RN. If Enrollee is accepted into the Professional Nursing Associate's degree program at the Ocala campus, including the North Orlando satellite, and the Florida Board of Nursing terminates the program before Enrollee graduates, then the program will be taught out, which will allow current students at the time of program termination the opportunity to graduate and take the NCLEX-RN. Because neither probationary status nor possible program termination affects students' ability to graduate and take the NCLEX-RN, refunds based on probationary status or program termination will not be issued for tuition and fees incurred.

- The Professional Nursing Associate's degree program at the Tampa/Brandon campus in Florida is approved by the Florida Board of Nursing. On Feb. 7, 2024, pursuant to § 464.019(5)(a)(2) Fla. Stat., the Florida Board of Nursing placed the Professional Nursing Associate's degree program at the Tampa/Brandon campus on probation because for two consecutive years (2022 and 2023) the program had graduate passage rates on the National Council of State Boards of Nursing Licensure Examination for Registered Nurses ("NCLEX-RN") that were more than 10 percentage

points lower than the national average passage rate during the same calendar years for graduates of comparable degree programs who are United States educated, first-time NCLEX-RN test takers.

On Feb. 7, 2024, the program presented a remediation plan to the Florida Board of Nursing, which included both strategies that the University has implemented and strategies that the University plans to implement that aim to improve first-time test takers' performance on the NCLEX-RN. If the program meets the required NCLEX-RN passage rate in the future, the Florida Board of Nursing will remove the program's probationary status. If the program, during the 2 calendar years following its placement on probationary status, does not achieve the required NCLEX-RN passage rate for any 1 calendar year, the Florida Board of Nursing may extend the program's probationary status for 1 additional year, provided the program has demonstrated adequate progress toward the required NCLEX-RN passage rate by meeting a majority of the benchmarks established in the remediation plan. If the program is not granted the 1-year extension or fails to achieve the required NCLEX-RN passage rate by the end of such extension, the Florida Board of Nursing shall terminate the program.

If Enrollee is accepted into the Professional Nursing Associate's degree program at the Tampa/Brandon campus and graduates from the program while it is on probation, then Enrollee will be able to take the NCLEX-RN. If Enrollee is accepted into the Professional Nursing Associate's degree program at the Tampa/Brandon campus and the Florida Board of Nursing terminates the program before Enrollee graduates, then the program will be taught out, which will allow current students at the time of program termination the opportunity to graduate and take the NCLEX-RN. Because neither probationary status nor possible program termination affects students' ability to graduate and take the NCLEX-RN, refunds based on probationary status or program termination will not be issued for tuition and fees incurred.

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 Executive Director shall be responsible for the administration of this policy.

### Final Grade Appeals Policy

Academic appeals are for final grades in a course. They are based on the student's belief that the final grade reflects a computational or clerical error or does not align with the expectations of the course syllabus. Final grade appeals must be submitted in writing and describe the discrepancy that impacts the accuracy of the final grade. Grade appeals will not be considered for the following circumstances: individual assignments, final grades posted more than 90 days ago, and grade appeals not submitted in writing, either by email or letter.

Grade appeals will not be considered for students whose degrees have been conferred. Requests to re-take an exam(s) or re-submit assignments are not considered part of the final grade appeal and must be addressed between the student and the faculty member before the end of the term/quarter.

- Since the grading process involves the instructor's assessment of the student's academic performance, the only issue under consideration for final grade appeal is whether the student can provide clear evidence that the assignment of the grade was a result of a calculation error or does not align with the expectations of the course syllabus.
- Grades submitted by faculty at the end of each quarter are not subject to revision on the basis of additional work or a new examination. Grade disputes may not be filed for sanctions imposed under the academic integrity or student conduct policy.
- Decisions made by the School Dean, Associate Dean or Nurse Administrator are final.

### Final Grade Appeal Process

1. Final grades appeals are expected to be no later than Friday at 4PM CT / 5PM ET prior to the start of the subsequent term/quarter. After this deadline, all grades are considered final.
2. Final grade appeals must be submitted to the School Dean, Associate Dean or Nurse Administrator. To appeal to the School Dean, Associate Dean or Nurse Administrator, a student should contact their Student Advisor to receive the electronic form required to submit this request. The School Dean, Associate Dean or Nurse Administrator will review the appeal and respond to the student, via the student's Rasmussen email, by end of day Friday of the first week of the term/quarter. Decisions made by the School Dean, Associate Dean or Nurse Administrator leader are final.

### Policy Exceptions Policy

Requests for policy exceptions due to extenuating circumstances outside of the student's control must be submitted no later than Friday at 4PM CT / 5PM ET prior to the start of the subsequent term/quarter. A request is initiated by contacting their Student Advisor who will assign it to the School Dean, Associate Dean or Nurse Administrator.

### Policy Exceptions Process

1. Requests for policy exceptions due to extenuating circumstances outside of the student's control with information provided about the need for the request must be submitted to the School Dean, Associate Dean or Nurse Administrator no later than Friday at 4PM CT / 5PM ET prior to the start of the subsequent term / quarter.

## ACADEMIC INFORMATION AND UNIVERSITY POLICIES

2. These requests may include, but are not limited to, the repeating course policy and re-entry policy.
3. The School Dean, Associate Dean or Nurse Administrator will review the request and provide a decision to the student's Rasmussen e-mail, by the end of day, Friday of the first week of the term/quarter.
4. Students may appeal the decision of the School Dean, Associate Dean or Nurse Administrator to the University Policy Appeal Committee. Decisions made by the University Policy Appeal Committee are final.
5. Approved exceptions and appeals are valid in the quarter immediately following the appeal decision or the next quarter in which the course is offered, whichever comes first.

**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. Students should first follow the Final Grade Appeals Policy when appealing a final grade or the Policy Exceptions Policy to request an exception to a University policy; however, in some cases, 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 grievance made under this policy, and associated allegations of retaliation.

**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 Executive Director within 10 business days of the grievance. The Campus Executive 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 University Grievance Officer within 15 business days of the Campus Executive 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.

**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 deliberately falsify, alter, invent student records, or engage in other activities to gain an unfair advantage.
- By students who otherwise display conduct detrimental to their own academic progress or ultimate success in the field for which they are being educated.

- Florida Campus Students: Florida Campus students and personnel are expected to abide by the Safety in Private Spaces Act. Should an individual be found in violation of this Act, and refuse to depart when asked to do so by Rasmussen personnel, then law enforcement will be notified. All students and personnel have the right to file a complaint with the Attorney General alleging that the institution has failed to meet the minimum requirements for restrooms and changing facilities if they so determine.

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/Director or Dean of Nursing/Nurse Administrator 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 Campus Executive 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, externship, professional practice experience, internship, 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. Potential students who have a signed enrollment agreement who require drug testing in preparation for a first-quarter practicum or clinical experience in any program requiring a drug test are also covered under this policy and will agree to the terms and conditions of the drug testing process as part of placing the order through the

vendor. Drug testing results are not a condition of acceptance into a program; however, the results may preclude a student from participating fully in the program and may cause administrative withdrawal from the program prior to acceptance to the program. 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 or Minnesota campus allows a student or learner to remain enrolled or registered in Rasmussen University programs or trainings in Illinois or Minnesota. 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 or North Dakota campus allows a student or learner to remain enrolled or registered in Rasmussen University programs or trainings at Florida 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 reentry process 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 Executive Director, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.
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 Executive Director within fifteen (15) days after the student starts classes.

Directory Information includes the student's:

- Name;
- Date of birth;
- Address(es);
- Telephone number(s);
- Rasmussen University issued student email address;
- Personal email address;
- Course of study;
- Co-curricular and Extracurricular activities;
- Degrees and/or awards received;
- Last school attended;
- Dean's list or equivalent;
- Attendance status (full time, part time); and
- Dates of attendance (the period of time a student attends or attended Rasmussen University not to include specific daily records of attendance).

Students may restrict the release of Directory Information except to school officials with legitimate educational interests and others as outlined above. To do so, a student must make the request in writing to the Business Office. Once filed this becomes a permanent part of the student's record until the student instructs the institution, in writing, to have the request removed.

#### Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act

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

### Legal Name Change Policy

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).

### 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.

#### Interlibrary Loan Policy

The Rasmussen University Library is committed to providing high quality and timely information services to Rasmussen University patrons (defined as current students, faculty, and staff) in accordance with our mission of student support and academic excellence.

**Definition:** Interlibrary loan is a process by which Rasmussen University Library staff request materials not available in the Rasmussen University Library collection from a lending partner to fulfill a patron's need. There is no cost to patrons for this service.

**Eligibility:** Current Rasmussen University students, faculty, and staff are eligible to use the interlibrary loan service.

**Submitting Requests:** Requests can be submitted from within the library databases, or by using Rasmussen's Faculty Interlibrary Loan Request Form and Student Interlibrary Loan Form. Rasmussen University reserves the right to cancel requests, particularly in situations that place undue strain on resources, such as an individual submitting a high volume of requests in one day. Prior to cancelling requests, a Rasmussen librarian will contact the requester to discuss effective search strategies and possible alternative resources that may be readily available within Rasmussen's Online Library.

**Physical Items:** While the library's interlibrary loan service is focused on providing digital copies, requests for physical items will be processed for items that are deemed necessary for the completion of original scholarly work by Rasmussen graduate students or faculty. Examples of original scholarly work include Doctor of Nursing Practice (DNP) projects and faculty-led research studies.

- Renewal requests for physical items will be processed; however, renewals are granted for physical items at the discretion of the owning library. Any fees incurred by the library for overdue or lost materials will be assessed to the patron through the Business Office. Rasmussen University reserves the right to withhold the release of academic information, and other records, pending settlement of any amount due to the University.

#### Copyright and CONTU adherence

- The library recognizes and makes a good-faith effort to abide by the copyright law of the United States (title 17, United States Code). If a patron makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement.
- Borrowing data will be reviewed at the end of each calendar year for compliance with Copyright and CONTU guidelines.
- To adhere to CONTU guidelines and to meet the needs of the Rasmussen community, the library will consider subscribing to serials with a demonstrated need.

#### 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.

## ACADEMIC INFORMATION AND UNIVERSITY POLICIES

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.

**Ownership**

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:

- Mark Arnold, MBA, President
- Dwayne Bertotto, BA, Senior Vice President and Chief Operating Officer
- Rick Patro, BBA, Senior Vice President and Chief Administrative Officer

**Preferred Name Policy**

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

**Pronoun 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.

**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)  
[sbpce@arkansas.gov](mailto:sbpce@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  
[sbpce@arkansas.gov](mailto:sbpce@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  
 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

**COLORADO**

*Colorado Department of Higher Education*  
 1560 Broadway, Suite 1600  
 Denver, CO 80202  
 highered.colorado.gov/Academics/Complaints/default.html  
 highered.colorado.gov/DPOS/Students/complaint.html

**CONNECTICUT**

*Connecticut Office of Higher Education*  
 450 Columbus Boulevard, Suite 510  
 Hartford, CT 06103-1841; 880-947-1800  
 pcs@ctohe.org  
 Non-degree institutions: www.ctohe.org/POSA/StudentInfo.shtml  
*Connecticut Department of Consumer Protection*  
 450 Columbus Boulevard, Suite 510  
 Hartford, CT 06103-1841  
 dcp.tradepractices@ct.govct.gov/dcp/lib/dcp/Consumer\_Statement\_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.flcoe.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*  
 DWD/Office of Career and Technical Schools  
 10 North Senate Avenue, Suite 304  
 Indianapolis, IN 46204  
 www.in.gov/dwd/files/Student\_Complaint\_Form.pdf

**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  
 kcpce.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  
 Secondly, complaints may also be sent to:  
*Louisiana Board of Regents*  
 Attn: Nancy Beall or Dr. Larry Tremblay 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  
 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

## ACADEMIC INFORMATION AND UNIVERSITY POLICIES

### NEW MEXICO

*New Mexico Higher Education Department*  
2048 Galisteo Street  
Santa Fe, NM 87505  
[www.hed.state.nm.us/students/hed-student-complaint-form.aspx](http://www.hed.state.nm.us/students/hed-student-complaint-form.aspx)  
[www.hed.state.nm.us/programs/abe\\_student\\_complaint\\_form.aspx](http://www.hed.state.nm.us/programs/abe_student_complaint_form.aspx)

### NEW YORK

*New York Office of College and University Evaluation*  
New York State Education Department  
5 North Mezzanine  
Albany, NY 12234  
[ocueinfo@mail.nysed.gov](mailto:ocueinfo@mail.nysed.gov)  
[higher.nysed.gov/ocue/spr/COMPLAINTFORMINFO.html](http://higher.nysed.gov/ocue/spr/COMPLAINTFORMINFO.html)

*New York Bureau of Proprietary School Supervision, New York State Education Department*  
116 West 32nd Street, 5th Floor  
New York, NY 110001  
212-643-4760  
[bpss@nysed.gov](mailto:bpss@nysed.gov)  
[www.acces.nysed.gov/common/acces/files/bpss/studentdisclosure-rights.pdf](http://www.acces.nysed.gov/common/acces/files/bpss/studentdisclosure-rights.pdf)  
[www.acces.nysed.gov/bpss/student-rights](http://www.acces.nysed.gov/bpss/student-rights)

### NORTH CAROLINA

Postsecondary Education Complaints  
c/o Assistant Director of Licensure and Workforce  
*University of North Carolina General Administration*  
910 Raleigh Road  
Chapel Hill, NC 27515  
919-962-4550  
[studentcomplaint@northcarolina.edu](mailto: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](mailto:sean.pollack@state.or.us)

### PENNSYLVANIA

*Pennsylvania Department of Education*  
333 Market Street  
Harrisburg, PA 17126-0333  
[www.education.pa.gov/Documents/Postsecondary-Adult/College%20and%20Career%20Education/Private%20Licensed%20Schools/Community%20Colleges-Colleges-Universities%20and%20Seminaries%20Complaint%20Form.pdf](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 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 Capital  
500 East Capitol Avenue  
Pierre, SD 57501-5070  
[sdsos@state.sd.us](mailto: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.theb.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  
[A0E.EdInfo@state.vt.us](mailto:A0E.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](http://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>

### WYOMING

*Wyoming Department of Education*  
2300 Capitol Avenue, Hathaway Building,  
2nd Floor  
Cheyenne, WY 82002-0050  
<https://ddlxtt2jowkvs672myo6z14-wpengine.netdna-ssl.com/wp-content/uploads/2018/08/Wyoming-Department-of-Education-Student-Complaint-Process.pdf>  
<https://edu.wyoming.gov/blog/2018/12/06/student-complaint-form/>  
*Attorney General's Office*  
123 Capitol Building, 200 West 24th Street  
Cheyenne, WY 82002

### 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.

### 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.

### Title IX and Policy Against Sexual Misconduct

#### A. General Provisions

- References to "this policy" means Sections A through K of this policy.
- University policy strongly condemns and expressly prohibits sexual assault, domestic violence, dating violence, sexual harassment, and stalking.
  - References to "University policy" mean the rule outlined in this section, A(2).
- 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.
- 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.
- 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.
- Location of the alleged incident that violates this policy:
  - This policy applies to harms against students regardless of where the incident occurred.
  - 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.
- Complaints may allege violation of University policy or Title IX, subject to the following:
  - 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.
  - Complaints alleging violations of Title IX are handled by the Title IX Coordinator and follow the rules and procedures of this policy.
  - 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.
- 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.
- 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.
- All students and employees shall be informed of this policy by training, the university catalog, or other means.

## ACADEMIC INFORMATION AND UNIVERSITY POLICIES

**B. Definitions**

"University" and "the University" means Rasmussen University.

"Complainant" means the person bringing the complaint.

"Consent" has no definition in federal law, and is defined differently across states and local jurisdictions. As part of the larger community, Rasmussen University is subject to, abides by, and supports federal, state, county, and local statutes and ordinances regarding criminal sexual conduct. For purposes of any complaint filed under this policy, Rasmussen University follows and applies the definition of consent of the state or jurisdiction in which the alleged incident occurred. If the state or jurisdiction does not define consent in its laws, the University will apply the Illinois definition as stated below. The definition of consent for each state in which Rasmussen University has a residential campus is reproduced here:

1. **Florida:** "Consent means intelligent, knowing, and voluntary consent and does not include coerced submission. 'Consent' shall not be deemed or construed to mean the failure by the alleged victim to offer physical resistance to the offender." Fla. Stat. § 794.011(1)(a).
2. **Illinois:** The definition of consent, "at a minimum, recognizes that (i) consent is a freely given agreement to sexual activity, (ii) a person's lack of verbal or physical resistance or submission resulting from the use or threat of force does not constitute consent, (iii) a person's manner of dress does not constitute consent, (iv) a person's consent to past sexual activity does not constitute consent to future sexual activity, (v) a person's consent to engage in sexual activity with one person does not constitute consent to engage in sexual activity with another, (vi) a person can withdraw consent at any time, and (vii) a person cannot consent to sexual activity if that person is unable to understand the nature of the activity or give knowing consent due to circumstances, including without limitation the following:
  - (A) The person is incapacitated due to the use or influence of alcohol or drugs;
  - (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 a raise to an employee if they will go on a date with them; a manager telling an employee they will fire them if they do not have sex with them.
    - 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.

## ACADEMIC INFORMATION AND UNIVERSITY POLICIES

6. At any time, and regardless of whether a complaint has been filed, the Victim/Survivor may informally resolve any violation of this policy with the Respondent.

**F. Reporting a Complaint**

1. Anyone—whether a student, employee, bystander, witness, or other third-party—may report a complaint under this policy.
  - a. A **student** who is a Victim/Survivor should file their complaint through the Online Reporting System or with the Title IX Coordinator.
    - i. If reporting through the Online Reporting System or to the Title IX Coordinator is not practical, any 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/studentlife/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).  
 Title IX Coordinator: Jennifer Ayotte  
 Deputy Title IX Coordinator: Kailyn Hauck
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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**Pete Beasley, BA**  
Senior Campus Executive Director **Ocala**

**Rebecca Johnson, BA**  
Associate Campus Director **Ocala**

**K'Charis Drewery, MEd**  
Campus Executive Director **Tampa/Brandon**

**Karolina Zygmuntowicz, MS**  
Associate Campus Director **Tampa/Brandon**

## ILLINOIS

**Brian Balick, BA**  
Campus Executive Director **Aurora/Naperville**

**Dennis Safka, MBA**  
Campus Executive Director **Mokena/Tinley Park**

**Trisha Kamis, MBA**  
Campus Executive Director **Rockford**

**Gina Taleb, MHRM**  
Interim Campus Executive Director **Romeoville/Joliet**

## KANSAS

**Jay Buchholz, MBA**  
Campus Executive Director **Overland Park**

**Jason Allen, BA**  
Campus Executive Director **Topeka**

## MINNESOTA

**Adam Farm, BS**  
Campus Executive Director **Bloomington**

**Meghan Birkemeier, BS**  
Associate Director of Admissions **Bloomington**

**Lindsay Allen, MBA**  
Campus Executive Director **Eagan**

**Ben Dvorak, MBA**  
Associate Director of Admissions **Eagan**

**Matthew McIntosh, BS**  
Campus Executive Director **Hennepin/Anoka**

**Kathy Sanger, BA**  
Campus Executive Director **Mankato**

**Paul Hedin, BES**  
Interim Campus Executive Director **St. Cloud**

## NORTH DAKOTA

**Brein Haugen, PhD**  
Campus Executive Director **Fargo, Moorhead**

## WISCONSIN

**Kristin Wahl, MSEd**  
Interim Campus Executive Director **Green Bay, Wausau**

# Locations

## Florida

### Central Pasco

16418 State Road 54  
Odessa, FL 33556  
813-435-3601

### Fort Myers

9160 Forum Corporate  
Parkway  
Fort Myers, FL 33905  
239-477-2100

### North Orlando

385 Douglas Avenue,  
Suite 1000  
Altamonte Springs, FL 32714  
407-635-8250

### Ocala

1227 Southwest 17th Avenue  
Ocala, FL 34471  
352-291-0865

### Tampa/Brandon

330 Brandon Town Center  
Drive  
Brandon, FL 33511  
813-246-7600

## Illinois

### Aurora/Naperville

2363 Sequoia Drive  
Aurora, IL 60506  
630-888-3500

### Rockford

6000 East State Street  
Rockford, IL 61108  
815-316-4800

### Mokena/Tinley Park

8650 Springlake Drive  
Mokena, Illinois 60448  
815-534-3300

### Romeoville/Joliet

1400 West Normantown Road  
Romeoville, IL 60446  
815-306-2600

## Kansas

### Kansas City/ Overland Park

11600 College Boulevard  
Overland Park, KS 66210  
913-491-7870

### Topeka

3722 SW Burlingame Road  
Topeka, KS 66609  
785-228-7320

## Minnesota

### Bloomington

4400 West 78th Street  
Bloomington, MN 55435  
952-545-2000

### Eagan

1305 Corporate Center  
Drive, Suite 200  
Eagan, MN 55121  
651-687-9000

### Hennepin/Anoka

5555 96th Avenue North  
Brooklyn Park, MN 55443  
763-795-4720

### Mankato

1400 Madison Avenue  
Mankato, MN 56001  
507-625-6556

### Moorhead

1250 29th Avenue South  
Moorhead, MN 56560  
218-304-6200

### St. Cloud

226 Park Avenue South  
St. Cloud, MN 56301  
320-251-5600

## North Dakota

### Fargo

4012 19th Avenue Southwest  
Fargo, ND 58103  
701-277-3889

## Wisconsin

### Green Bay

904 South Taylor Street  
Green Bay, WI 54303  
920-593-8400

### Wausau

1101 Westwood Drive  
Wausau, WI 54401  
715-841-8000

## Rasmussen University Online

888-549-6755  
rasmussen.edu

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**ADDENDUM**  
to the  
**Rasmussen University**  
**Catalog and Student Handbook**  
**2024-2025**

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Effective April 17, 2025, replace all references to “Admissions Advisor” with “Admissions Representative”.  
(4/15/2025)

**P. 1 Mission and Purposes (3/17/2025)**

*Replace all content on this page with the following:*

### MISSION

Rasmussen University, grounded in *integrity*, is committed to enriching our *communities* by providing *innovative, career-ready* higher learning and outstanding healthcare education.

#### **Our students are at the heart of our mission.**

Inspired by their dreams, we foster an *inclusive* environment that promotes *lifelong learning* and empowers every student to achieve their highest potential.

### PURPOSES

TO ACCOMPLISH OUR MISSION,  
RASMUSSEN UNIVERSITY ESTABLISHED THESE PURPOSES:

1. **Student Support and Service to Communities:** Rasmussen University demonstrates commitment to the public good by providing career-focused education and support for our students that strengthens our communities. We serve our communities by preparing students through student life and student services, supporting our alumni, and meeting the needs of employers and other constituents.
2. **Innovation and Integrity:** Rasmussen University encourages innovative approaches to meeting the needs of our faculty, staff, and students. Innovations in the application of technology in our classrooms and improvements to policies and procedures are implemented with integrity. The university ensures its conduct is responsible and ethical in character.
3. **Teaching and Assessment of Student Learning:** Rasmussen University prepares our faculty and staff to guide students through their programs of study in preparation for their careers by promoting transferable skills and lifelong learning. The university continuously improves the quality of instruction and educational outcomes based on the assessment of student learning.
4. **Civic Engagement and Social Responsibility:** Rasmussen University addresses issues of concern and areas of need for our students, staff, and faculty. We intend to be welcoming through fair and respectful treatment and by valuing the perspectives of others.

**P. 6 Student Support (8/22/2024)**

*Under “Support services include:”, replace the 4th bullet with:*

- 24/7 tech support (Classroom IT Support)

PROGRAM PAGES**P. 52 Healthcare Certificate (8/22/2024)**

*Replace the Enrollment Requirements section with:*

**ACCEPTANCE REQUIREMENTS**

Applicants are eligible to enroll in the Healthcare Certificate program and are not required to take the E102 Pathways to Patient Care Seminar when one of the following applies:

1. The applicant's desired program is the Medical Assisting Diploma program but does not meet the Acceptance Requirements of already having completed at least 8 eligible credits that apply to the Medical Assisting Diploma program and meets all the requirements of Satisfactory Academic Progress in the most recently attended program of enrollment.
2. The applicant does not have a School of Health Sciences Entrance Exam score or School of Nursing Entrance Exam score.

*Replace footnote 1 with:*

<sup>1</sup> The Healthcare Certificate program is a ladder credential within the Healthcare Associate's-Healthcare Administration and Health Sciences Associate's-Healthcare programs that require a School of Health Sciences Entrance Exam or School of Nursing Entrance Exam score to enroll. Only students enrolled in the above Associate's programs are required to take the E102 Pathways to Patient Care Seminar course. For these students, the E102 Pathways to Patient Care Seminar must be taken in the student's first or second term of enrollment, and the School of Health Sciences Entrance Exam or School of Nursing 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/UXD/WX). Students enrolled in the Healthcare Associate's-Healthcare Administration program and do not have a School of Health Sciences Entrance Exam score or School of Nursing Entrance Exam score are not required to take the E102 Pathways to Patient Care Seminar course.

**P. 54 Medical Assisting Diploma (10/15/2024).**

*Update the following paragraphs as shown below:*

**The Medical Assisting Diploma program is only offered at the Central Pasco, Fort Myers, Ocala, and Tampa/Brandon campuses in Florida; the Aurora/Naperville, Rockford, and Romeoville/Joliet campuses in Illinois; the Bloomington, Eagan, Hennepin/Anoka, and Mankato campuses in Minnesota; and the Green Bay campus in Wisconsin.**

The Medical Assisting Diploma program at the Aurora/Naperville (with an ABHES approved separate education center in Mokena/Tinley Park), Rockford, and Romeoville/Joliet campuses in Illinois; the Central Pasco, Fort Myers, Ocala, and Tampa/Brandon campuses in Florida; the Green Bay campus in Wisconsin; and the Bloomington, Eagan, Hennepin/Anoka, and Mankato campuses in Minnesota are accredited by the Accrediting Bureau of Health Education Schools (ABHES). Accrediting Bureau of Health Education Schools, 6116 Executive Blvd., Suite 730, North Bethesda, MD 20852, (301) 291-7550.

**P. 56 Healthcare Associate's-Healthcare Administration (10/15/2024)**

*Replace the Enrollment Requirements section with the following, which is effective with the November 6, 2024 start date:*

**ENROLLMENT REQUIREMENTS**

Students who have a qualifying score on the School of Nursing and School of Health Sciences Entrance Exam are eligible to enroll in this program through a residential campus in Florida, Kansas, Minnesota, and North Dakota. The minimum qualifying HESI® Admission Assessment Cumulative Score is 55%, and must include Reading Comprehension, Vocabulary & General Knowledge, Basic Math Skills, and Anatomy & Physiology exams. The minimum qualifying TEAS Admission Assessment Total Score is 41.3%. This program is not available at Illinois or Wisconsin campuses. Students who do not have a qualifying HESI® or TEAS score are eligible to enroll in the Healthcare Associate's Degree-Healthcare Administration Specialization program version through Rasmussen University Online, which does not require a School of Nursing and School of Health Sciences Entrance Exam score.

**P. 60 Health Sciences Associate's-Healthcare (10/15/2024)**

*Replace the Enrollment Requirements section with the following, which is effective with the November 6, 2024 start date:*

**ENROLLMENT REQUIREMENTS**

Students who have a qualifying score on the School of Nursing and School of Health Sciences Entrance Exam are eligible to enroll in this program through a residential campus in Illinois. The minimum qualifying HESI® Admission Assessment Cumulative Score is 55%, and must include Reading Comprehension, Vocabulary & General Knowledge, Basic Math Skills, and Anatomy & Physiology exams. The minimum qualifying TEAS Admission Assessment Total Score is 41.3%. Students who do not have a qualifying HESI® or TEAS score are eligible to enroll in the Healthcare Associate's Degree-Healthcare Administration Specialization program version through Rasmussen University Online, which does not require a School of Nursing and School of Health Sciences Entrance Exam score.

**P. 64 Health Information Management Bachelor's (10/15/2024)**

*Replace the Acceptance Requirements section through statement d. with the following:*

**ACCEPTANCE REQUIREMENTS**

This is a bachelor-completer program. To be considered for admission, applicants must provide transcripts from an accredited institution of higher learning as recognized by the U. S. Department of Education or the Council for Higher Education Accreditation (CHEA) that demonstrates one of the following:

- a. A conferred Associate's Degree in Health Information Technology/Management from a CAHIIM-accredited program earned within five (5) calendar years of the date the student starts in the program.
- b. A conferred Associate's Degree in Health Information Technology/Management earned more than five (5) calendar years of the date the student starts in the program from a CAHIIM-accredited program, has documented work experience in the health information industry within five (5) calendar years of the date the student starts in the program and has been approved by the Program Coordinator.
- c. A conferred associate's degree earned within five (5) calendar years of the date the student starts in the program and maintains a current RHIT® credential.
- d. A conferred associate's degree earned more than five (5) calendar years from the date the student starts in the program, maintains a current RHIT® credential, has documented work experience in the health information industry within five (5) calendar years from the date the student starts in the program and has been approved by the Program Coordinator.

**P. 68 Medical Laboratory Technician Associate's (10/15/2024, 12/16/2024, 5/15/2025)**

*Replace number 1) of the Acceptance Requirements section with the following. Effective Summer quarter 2025, the HESI® Admission Assessment Cumulative Score for the Medical Laboratory Technician Associate's program is 65% or higher.*

**ACCEPTANCE REQUIREMENTS**

- 1) Applicants pursuing admittance into the Medical Laboratory Technician program must meet one of the following requirements to be deemed eligible for Admission:
  - a) Achieve a score on the School of Nursing and School of Health Sciences Entrance Exam acceptable for admission per the School of Nursing and School of Health Sciences Entrance Exam Policy:
    - i) HESI® Admission Assessment, a Cumulative Score of 65% or higher. The Cumulative Score must include Reading Comprehension, Vocabulary & General Knowledge, Basic Math Skills, and Anatomy & Physiology exams, or
    - ii) TEAS Admission Assessment, a Total Score of 48.5% or higher.
  - b) Conferred associate's degree or higher in a health sciences-related program from a United States (U.S.) accredited institution of higher learning as recognized by the U.S. Department of Education or by the Council for Higher Education Accreditation (CHEA) with a cumulative GPA of 2.0 or higher and awarded within five (5) calendar years of the date the student starts in the program.

- c) Completion of at least 20 quarter credits of college-level health sciences, natural sciences or math coursework completed at a United States (U.S.) accredited institution of higher learning as recognized by the U.S. Department of Education or by the Council for Higher Education Accreditation (CHEA) within five (5) calendar years of the date the student starts in the program. One Composition or Communication course may be applied to meet this requirement. A grade of C or higher in each course is required.

The University must receive official transcripts showing either a conferred degree in a health sciences-related program or completion of a minimum of 20 quarter credits of eligible coursework no later than the sixth business day of the first quarter of enrollment or the student will be withdrawn.

**P. 69 Physical Therapist Assistant Associate's (9/16/2024)**

Beginning in January 2025, all students enrolled in this program will be required to fulfill Human Anatomy & Physiology I with the course code BSC2093C instead of BSC2087C, and required to fulfill Human Anatomy & Physiology II with the course code BSC2094C instead of BSC2089C.

**P. 69 Physical Therapist Assistant Associate's (10/15/2024, 12/16/2024)**

*Replace number 1) of the Acceptance Requirements section with the following:*

**ACCEPTANCE REQUIREMENTS**

- 1) Applicants pursuing admittance into the Physical Therapist Assistant (PTA) program must meet one of the following requirements to be deemed eligible for Admission:
  - a) Achieve a score on the School of Nursing and School of Health Sciences Entrance Exam acceptable for admission per the School of Nursing and School of Health Sciences Entrance Exam policy:
    - i) HESI® Admission Assessment, a Cumulative Score of 75% or higher and an 80% or higher English Language Composite score. The Cumulative Score must include Reading Comprehension, Vocabulary & General Knowledge, Basic Math Skills, and Anatomy & Physiology exams, or
    - ii) TEAS Admission Assessment, a Total Score of 65% or higher.
  - b) Conferred associate's degree or higher in Exercise Science or Kinesiology from a United States (U.S.) accredited institution of higher learning as recognized by the U.S. Department of Education or by the Council for Higher Education Accreditation (CHEA) with a cumulative GPA of 2.25 or higher and awarded within five (5) calendar years of the date the student starts in the program.
  - c) Conferred associate's degree or higher in a health sciences-related program that includes a Human Anatomy and Physiology course series with labs that covers all body systems from an accredited United States (U.S.) institution of higher learning as recognized by the U.S. Department of Education or by the Council for Higher Education Accreditation (CHEA) with a cumulative GPA of 2.25 or higher and awarded within five (5) calendar years of the date the student starts in the program.
  - d) Completion of at least 20 quarter credits of college-level coursework in the areas of Human Anatomy & Physiology, Algebra, Statistics, Physics, Medical Terminology, or Kinesiology from a United States (U.S.) accredited institution of higher learning as recognized by the U.S. Department of Education or by the Council for Higher Education Accreditation (CHEA) and completed within five (5) calendar years of the date the student starts in the program. A Psychology or Composition course may be substituted for one of the above courses. A grade of C+ or higher in each course is required.
  - e) Completion of METC Physical Therapy Program that awards 63 or more credits into this program via the Military Block Transfer for Physical Therapist Assistant Associate's Degree Policy.

The University must receive official transcripts proving completion of B, C, D or E as identified above no later than the sixth business day of the first quarter of enrollment or the student will be withdrawn.

**P. 70 Radiologic Technology Associate's** (10/15/2024, 12/16/2024, 5/15/2025)

*Replace number 1) of the Acceptance Requirements section with the following. Effective Summer quarter 2025, the HESI® Admission Assessment Cumulative Score for the Medical Laboratory Technician Associate's program is 65% or higher.*

**ACCEPTANCE REQUIREMENTS**

- 1) Applicants pursuing admittance into the Radiologic Technology program must meet one of the following requirements to be deemed eligible for Admission:
  - a) Achieve a score on the School of Nursing and School of Health Sciences Entrance Exam acceptable for admission per the School of Nursing and School of Health Sciences Entrance Exam policy:
    - i) HESI® Admission Assessment, a Cumulative Score of 65% or higher. The Cumulative Score must include Reading Comprehension, Vocabulary & General Knowledge, Basic Math Skills, and Anatomy & Physiology exams, or
    - ii) TEAS Admission Assessment, a Total Score of 48.5% or higher.
  - b) Conferred associate's degree or higher in a health sciences-related program from a United States (U.S.) accredited institution of higher learning as recognized by the U.S. Department of Education or by the Council for Higher Education Accreditation (CHEA) with a cumulative GPA of 2.0 or higher and awarded within five (5) calendar years of the date the student starts in the program.
  - c) Completion of at least 20 quarter credits of college-level health sciences, natural sciences or math coursework completed at a United States (U.S.) accredited institution of higher learning as recognized by the U.S. Department of Education or by the Council for Higher Education Accreditation (CHEA) within five (5) calendar years of the date the student starts in the program. One Composition or Communication course may be applied to meet this requirement. A grade of C or higher in each course is required.

The University must receive official transcripts showing either a conferred degree in a health sciences-related program or completion of a minimum of 20 quarter credits of eligible coursework no later than the sixth business day of the first quarter of enrollment or the student will be withdrawn.

**P. 71 Surgical Technologist Associate's** (9/16/2024)

Beginning in January 2025, all students enrolled in this program will be required to fulfill Human Anatomy & Physiology I with the course code BSC2093C instead of BSC2087C, and required to fulfill Human Anatomy & Physiology II with the course code BSC2094C instead of BSC2089C.

**P. 71 Surgical Technologist Associate's** (10/15/2024, 12/16/2024, 5/15/2025)

*Replace number 1) of the Acceptance Requirements section with the following. Effective Summer quarter 2025, the HESI® Admission Assessment Cumulative Score for the Surgical Technologist Associate's program is 65% or higher.*

**ACCEPTANCE REQUIREMENTS**

- 1) Applicants pursuing admittance into the Surgical Technologist program must meet one of the following requirements to be deemed eligible for Admission:
  - a) Achieve a score on the School of Nursing and School of Health Sciences Entrance Exam acceptable for admission per the School of Nursing and School of Health Sciences Entrance Exam policy:
    - i) HESI® Admission Assessment, a Cumulative Score of 65% or higher. The Cumulative Score must include Reading Comprehension, Vocabulary & General Knowledge, Basic Math Skills, and Anatomy & Physiology exams, or
    - ii) TEAS Admission Assessment, a Total Score of 48.5% or higher.
  - b) Conferred associate's degree or higher in a health sciences-related program from a United States (U.S.) accredited institution of higher learning as recognized by the U.S. Department of Education or by the Council for Higher Education Accreditation (CHEA) with a cumulative GPA

of 2.0 or higher and awarded within five (5) calendar years of the date the student starts in the program.

- c) Completion of at least 20 quarter credits of college-level health sciences, natural sciences or math coursework completed at a United States (U.S.) accredited institution of higher learning as recognized by the U.S. Department of Education or by the Council for Higher Education Accreditation (CHEA) within five (5) calendar years of the date the student starts in the program. One Composition or Communication course may be applied to meet this requirement. A grade of C or higher in each course is required.

The University must receive official transcripts showing either a conferred degree in a health sciences-related program or completion of a minimum of 20 quarter credits of eligible coursework no later than the sixth business day of the first quarter of enrollment or the student will be withdrawn.

**P. 72 Practical Nursing Diploma (10/15/2024, 12/16/2024, 5/15/2025)**

*Replace number 1) of the Acceptance Requirements section with the following. Effective Summer quarter 2025, the HESI® Admission Assessment Cumulative Score for the Practical Nursing Diploma program is 65% or higher except at the Moorhead, Minnesota campus, which is 70% or higher*

**ACCEPTANCE REQUIREMENTS**

- 1) Applicants pursuing admittance into the Practical Nursing program must meet one of the following requirements to be deemed eligible for Admission:
  - a) Achieve a score on the School of Nursing and School of Health Sciences Entrance Exam acceptable for admission:
    - i) HESI® Admission Assessment, a Cumulative Score of 65% or higher, except at the Moorhead, Minnesota campus, which requires a score of 70% or higher. The Cumulative Score must include Reading Comprehension, Vocabulary & General Knowledge, Basic Math Skills, and Anatomy & Physiology exams, or
    - ii) TEAS Admission Assessment, a Total Score of 55% or higher.
  - b) Conferred bachelor's degree or higher with a minimum GPA of 2.25 from a United States (U.S.) accredited institution of higher learning as recognized by the U.S. Department of Education or by the Council for Higher Education Accreditation (CHEA). The official transcript showing the conferred degree must be received by the University no later than the sixth business day of the first quarter of enrollment or the student will be withdrawn.

**P. 72 Practical Nursing Diploma (5/15/2025)**

*Replace the following 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 Continuing Accreditation.

**P. 73 Practical Nursing Diploma (4/15/2025)**

*Update the Accreditation Commission for Education in Nursing (ACEN) website information:*

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 <https://www.acenursing.org/search-programs>.

**P. 74 Professional Nursing Associate's (9/16/2024)**

Beginning in January 2025, all students enrolled in this program will be required to fulfill Human Anatomy & Physiology I with the course code BSC2093C instead of BSC2087C, and required to fulfill Human Anatomy & Physiology II with the course code BSC2094C instead of BSC2089C.

**P. 74 Professional Nursing Associate's (10/15/2024, 12/16/2024)**

*Replace number 1) of the Acceptance Requirements section with the following:*

**ACCEPTANCE REQUIREMENTS**

- 1) Applicants pursuing admittance into the Professional Nursing program must meet one of the following requirements to be deemed eligible for Admission
  - a) Achieve a score on the School of Nursing and School of Health Sciences Entrance Exam acceptable for admission:
    - i) HESI® Admission Assessment, a Cumulative Score of 70% or higher. The Cumulative Score must include Reading Comprehension, Vocabulary & General Knowledge, Basic Math Skills, and Anatomy & Physiology exams, or
    - ii) TEAS Admission Assessment for all campuses except Illinois, a Total Score of 62% or higher.
    - iii) TEAS Admission Assessment for Illinois campuses, a Total Score of 68% or higher and a Reading score of 68% or higher.
  - b) Conferred bachelor's degree or higher with a minimum GPA of 2.25 from a United States (U.S.) accredited institution of higher learning as recognized by the U.S. Department of Education or by the Council for Higher Education Accreditation (CHEA). The official transcript showing the conferred degree must be received by the University no later than the sixth business day of the first quarter of enrollment or the student will be withdrawn.

**P. 75 Professional Nursing Associate's (10/15/2024, 11/15/2024)**

*Replace the following accreditation statements (10/15/2024):*

- 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 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 Continuing Accreditation.
- Romeoville campus (with off-campus instructional sites in Aurora, Mokena, and Rockford), located in Romeoville, Illinois, 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.

*Replace the following accreditation statements (11/15/2024):*

- 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 Continuing 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 Continuing Accreditation.

**P. 75 Professional Nursing Associate (4/15/2025)**

*Update the Accreditation Commission for Education in Nursing (ACEN) website information:*

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 <https://www.acenursing.org/search-programs>.

**P. 76 Bachelor of Science in Nursing -Standard Entrance (9/16/2024)**

Beginning in January 2025, all students enrolled in this program will be required to fulfill Human Anatomy & Physiology I with the course code BSC2093C instead of BSC2087C, and required to fulfill Human Anatomy & Physiology II with the course code BSC2094C instead of BSC2089C.

**P. 76 Bachelor of Science in Nursing – Standard Entrance Accelerated BSN (A-BSN)** (10/15/2024, 12/16/2024)

*Replace number 1) of the Acceptance Requirements section with the following:*

**ACCEPTANCE REQUIREMENTS**

- 1) Applicants pursuing admittance into the Bachelor of Science in Nursing program must meet one of the following requirements to be deemed eligible for Admission:
  - a) Achieve a score on the School of Nursing and School of Health Sciences Entrance Exam acceptable for admission:
    - i) HESI® Admission Assessment, a Cumulative Score of 75% or higher. The Cumulative Score must include Reading Comprehension, Vocabulary & General Knowledge, Basic Math Skills, and Anatomy & Physiology exams, or
    - ii) TEAS Admission Assessment, a Total Score of 72% or higher.
  - c) Conferred bachelor's degree or higher with a minimum GPA of 2.25 from a United States (U.S.) accredited institution of higher learning as recognized by the U.S. Department of Education or by the Council for Higher Education Accreditation (CHEA). The official transcript showing the conferred degree must be received by the University no later than the sixth business day of the first quarter of enrollment or the student will be withdrawn.

**P. 77 Bachelor of Science in Nursing-Standard Entrance** (1/2/2025)

*Replace the following paragraph:*

**The BSN Standard entrance option is only available at the Central Pasco, Fort Myers, North Orlando\*, Ocala\*, and Tampa/Brandon campuses in Florida; the Overland Park and Topeka\*\* campuses in Kansas; and the Bloomington, Eagan\*\*\*, Hennepin/Anoka\*\*\*, and Mankato\*\*\* campuses in Minnesota; the Fargo campus in North Dakota; and the Green Bay and Wausau campuses in Wisconsin. (\*The North Orlando campus is a satellite of the Ocala, FL program; and some students enrolled through the Ocala campus may attend a portion of their classes at the Orlando location at 8541 Southpark Circle, Orlando, Florida 32819. \*\*The Topeka campus is a satellite of the Overland Park, KS. \*\*\* The Eagan, Hennepin/Anoka, and Mankato campuses are satellites of the Bloomington, MN, program.)**

**P. 78 Bachelor of Science in Nursing – Second Degree** (9/16/2024)

Beginning in January 2025, all students enrolled in this program will be required to fulfill Human Anatomy & Physiology I with the course code BSC2093C instead of BSC2087C, and required to fulfill Human Anatomy & Physiology II with the course code BSC2094C instead of BSC2089C.

**P. 78 Bachelor of Science in Nursing – Second Degree Accelerated BSN (A-BSN)** (10/15/2024, 12/16/2024)

*Replace number 1) of the Acceptance Requirements section with the following, which is effective with the November 6, 2024 start date:*

**ACCEPTANCE REQUIREMENTS**

- 1) Applicants pursuing admittance into the Bachelor of Science in Nursing program must meet one of the following requirements to be deemed eligible for Admission:
  - a) Achieve a score on the School of Nursing and School of Health Sciences Entrance Exam acceptable for admission:
    - i) HESI® Admission Assessment, a Cumulative Score of 75% or higher. The Cumulative Score must include Reading Comprehension, Vocabulary & General Knowledge, Basic Math Skills, and Anatomy & Physiology exams, or
    - ii) TEAS Admission Assessment, a Total Score of 72% or higher.
  - b) Conferred bachelor's degree or higher with a minimum GPA of 2.25 from a United States (U.S.) accredited institution of higher learning as recognized by the U.S. Department of Education or by the Council for Higher Education Accreditation (CHEA). The official transcript showing the conferred degree must be received by the University no later than the sixth business day of the first quarter of enrollment or the student will be withdrawn.

**P. 79 Bachelor of Science in Nursing-Second Degree (1/2/2025)**

*Replace the following paragraph:*

**The Second Degree A-BSN entrance option is only available at the Central Pasco, Fort Myers, North Orlando\*, Ocala\*, and Tampa/Brandon campuses in Florida; the Overland Park and Topeka\*\* campuses in Kansas; and the Bloomington, Eagan\*\*\*, Hennepin/Anoka\*\*\*, and Mankato\*\*\* campuses in Minnesota; the Fargo campus in North Dakota; and the Green Bay and Wausau campuses in Wisconsin. (\*The North Orlando campus is a satellite of the Ocala, FL program; and some students enrolled through the Ocala campus may attend a portion of their classes at the Orlando location at 8541 Southpark Circle, Orlando, Florida 32819. \*\*The Topeka campus is a satellite of the Overland Park, KS. \*\*\* The Eagan, Hennepin/Anoka, and Mankato campuses are satellites of the Bloomington, MN, program.)**

**P. 90 Doctor of Nursing Practice (5/15/2025)**

*Replace the Acceptance Requirement section in its entirety with the following, which is effective Summer quarter 2025:*

**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 issued by a board of nursing from the state where clinical hours will be completed. Rasmussen University defines a current, unencumbered license as a license that is unexpired and has not been reprimanded, stipulated, suspended, revoked, or has any current or prior disciplinary action regardless of current ability to practice.
- Official transcript with a minimum GPA of 3.0 that reflects 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.

There is no appeal process available to request waiver of this requirement.
- All applicants must provide a letter of attestation reflecting the total number of post-baccalaureate practicum hours earned. The signed attestation must be on the university letterhead where the post-baccalaureate clinical hours were obtained.
- Complete a virtual interview with the DNP Program Director

When a completed application is submitted, it will be reviewed by the DNP Program Director. 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 DNP Program Director 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.

In addition to meeting all other acceptance requirements, applicants to this program must successfully complete and pass a criminal background check through Rasmussen University's chosen third-party vendor. An additional and different background check may also be required during active enrollment prior to practicum or clinical placement depending on site requirements. An additional background check may include components that are different than those originally checked at the time of admissions. Any prospective student must also consider their history, lifestyle, and future actions before enrolling in this program, and carefully consider whether their actions may prevent them from attaining employment in the field they choose to pursue. Additional requirements, such as industry-specific training, may be required to obtain employment in this field. Applicants for careers in this field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, and drug/or alcohol testing. Employment decisions, including whether to require background checks and other tests, are made at the discretion of the employer.

**P. 91 General Education Course Selections (9/16/2024)**

Effective with the January 2025 start date, remove the following Natural Sciences courses:

BSC2087C Human Anatomy and Physiology I <sup>1</sup>

BSC2089C Human Anatomy and Physiology II <sup>1</sup>

Effective with the January 2025 start date, add the following Natural Sciences courses:

BSC2093C Human Anatomy and Physiology I <sup>1</sup>

BSC2094C Human Anatomy and Physiology II <sup>1</sup>

## COURSE DESCRIPTIONS

|                                    |
|------------------------------------|
| <i>Updated course descriptions</i> |
|------------------------------------|

**APA1500 Payroll Accounting** (effective Summer quarter 2025)

**40 hours, 4 credits**

This course is designed to equip individuals with the knowledge and skills to manage payroll processes, including calculating wages, deductions, and taxes, while ensuring compliance with relevant regulations.

Prerequisite: None

**BSC2093C Human Anatomy and Physiology I** (effective Winter quarter 2025)

**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 body's integumentary, skeletal, muscular, nervous, and sensory systems. They will also learn and apply medical terminology. Students will complete laboratory exercises coordinated with course content, including microscopic observation, experimentation, study of anatomical models, and dissection activities.

Pre- or corequisite: PHA1500 Structure and Function of the Human Body in programs that specifically require this course; otherwise, None

**BSC2094C Human Anatomy and Physiology II** (effective Winter quarter 2025)

**60 hours, 5 credits**

In this course, students will continue their study of human anatomy and physiology that began in Human Anatomy and Physiology I. They will examine the circulatory, immune and lymphatic, respiratory, digestive, urinary, endocrine, and reproductive systems. Students will complete laboratory exercises coordinated with course content, including microscopic observation, experimentation, study of anatomical models, and dissection activities.

Prerequisite: BSC2093C Human Anatomy and Physiology I

**E102 Pathway to Patient Care Seminar** (effective Spring quarter 2025)**0 hours, 0 credits**

This seminar course prepares students for completing the HESI® Admission Assessment exam and exploring career opportunities in healthcare. Students will learn skills to support effective studying and test-taking in the HESI® Admission Assessment exam in the areas of Reading Comprehension, Vocabulary and General Knowledge, Basic Math Skills, and Anatomy and Physiology.

Prerequisite: Student must have evidence on record with the University of a qualifying Cumulative HESI® Admission Assessment exam score that is within 24 months of the date the student starts in the program.

**EEC1202 Early Childhood Education Curriculum and Instruction** (effective Spring quarter 2025)**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. This course is aligned with the educational requirements of the CDA Credential issued by the Council for Professional Recognition.

Prerequisite: None

**EEC1700 Foundations of Child Development** (effective Spring quarter 2025)**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. This course is aligned with the educational requirements for the CDA Credential issued by the Council for Professional Recognition.

Prerequisite: None

**EEC1735 Health, Safety and Nutrition/CDA Application** (effective Summer quarter 2025)**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. This course is aligned with the educational requirements for the CDA Credential issued by the Council for Professional Recognition.

Prerequisite: None

**EEC1970 Early Childhood Education Explorations I: Knowledge** (effective Spring quarter 2025)**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 developmentally appropriate practices and developing relationships through positive communication and interactions.

Prerequisite: None

**EEC2225 Guiding Children's Behavior** (effective Summer quarter 2025)**40 hours, 4 credits**

Students will explore using positive behavior guidance practices in the early childhood setting, emphasizing culturally responsive supports, trauma-sensitivity, and powerful interactions. Students will discuss how educators and adults can promote self-regulation and incorporate positive behavior practices into their everyday work with children's social-emotional development.

Prerequisite: None

**EEC3546 Supporting Professional Practices in ECE** (effective Summer quarter 2025)**40 hours, 4 credits**

This course studies how to support professionalism in the early childhood field and focuses 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 within the ECE program and in the community. This course prepares students to locate and use resources to reach their professional goals.

Prerequisite: None

**EEC4022 Ethics and Leadership in ECE** (effective Summer quarter 2025)**40 hours, 4 credits**

This course examines the characteristics of leadership in early childhood education through identification, self-reflection, and practice. Students will focus on ethical decision-making and leadership, including coaching and mentoring strategies, tackling challenges, and exploring a leader's impact on programs and their community.

Prerequisite: EEC3007 Organizational Management in Early Childhood Education

**GEB2930 Business Capstone** (effective Summer quarter 2025)**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

**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. This course includes a virtual lab to practice and apply microbiology concepts.

Prerequisite: None

**Updated prerequisites and/or corequisites****NUR4327 Influence of Policy, Finance, and Law on Healthcare** (8/22/2024)

*Correct the prerequisite as follows:*

*Prerequisite (Standard Entrance and Second Degree Accelerated BSN (A-BSN) only): NUR2356 Multidimensional Care I*

Replace all prerequisite and corequisite instances of BSC2087C Human Anatomy and Physiology I with the course code BSC2093C Human Anatomy and Physiology I. (9/16/2024)

Replace all prerequisite and corequisite instances of BSC2089C Human Anatomy and Physiology II with the course code BSC2094C Human Anatomy and Physiology II. (9/16/2024)

## ACADEMIC INFORMATION AND UNIVERSITY POLICIES

**P. 134 Admissions Nondiscrimination Policy (4/15/2025)**

Rename this section **Nondiscrimination Policy**

**P. 134 Acceptance Requirements\* (8/22/2024, 4/15/2025)**

*Replace the 2<sup>nd</sup> bullet with the following, which applies to new and returning students who enroll through a Florida residential campus as of the January 6, 2025 start date, including current students who program or campus transfer Winter quarter 2025 and later:*

- High School Verification documentation, if required, provided upon request, including submission of international high school documentation. High School Verification documentation is required for any applicant enrolling in a program through a Florida residential campus.

**P. 134 Acceptance Requirements and Enrollment Procedure Details (8/22/2024)**

*Replace the 2<sup>nd</sup> bullet with the following, which applies to new and returning students who enroll through a Florida residential campus as of the January 6, 2025 start date, including current students who program or campus transfer Winter quarter 2025 and later:*

- High School Attestation and Acceptable Documentation Proving 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. Students enrolling through a Florida campus are required to provide an official transcript or a high school diploma. 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 U.S. Department of Education in recognizing alternative equivalents to a high school diploma:

**P.135 Acceptance Requirements and Enrollment Procedure Details (11/15/2024)**

*Replace the 3<sup>rd</sup> bullet with the following:*

- Successful completion of a non-cognitive assessment, Rasmussen Ready Success component of the placement assessment. All prospective students of Rasmussen University, except as noted below, must successfully complete the assessment no later than three business days prior to the start of the term.

The following are exempt from the non-cognitive assessment requirement: Applicants who have previously completed the assessment as part of an entrance requirement into Rasmussen University; applicants entering into a program requiring completion of at least 60 eligible quarter credits to enroll; Nursing, Law Enforcement, Medical Laboratory Technician, Physical Therapist Assistant, Radiologic Technology, and Surgical Technologist programs, as well as Individual Progress and Audit applicants. Applicants to the Healthcare Certificate, Healthcare Associate's-Healthcare Administration specialization or Health Sciences Associate's-Healthcare specialization programs who have achieved a HESI Cumulative Score of 55% or higher or a TEAS Total Score of 48.5% or higher within the past five years of the program start date are also exempt from the non-cognitive assessment.

**P. 135 Placement Assessment (10/15/2024)**

*Replace the first bullet in this section with the following, which is effective with the November 6, 2024 start date.*

- Applicants to a program that has a stated minimum School of Nursing and School of Health Sciences Entrance Exam cumulative or total score acceptable for admission to the program are exempt from the Rasmussen University Placement Assessment when the minimum score thresholds are 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 whose HESI Cumulative Score is below 55% or whose TEAS Total Score is below 48.5% are required to take the University Placement Assessment in order to enroll in another program. Applicants who have achieved a HESI Cumulative Score of 55% or higher or a TEAS Total Score of 48.5% or higher within the past five years are exempt from the Rasmussen University Placement Assessment for any program that does not require a minimum School of Nursing and School of Health Sciences Entrance Exam score.

**P. 135 Placement Assessment (1/2/2025)**

*Replace the second to last bullet in this section with the following:*

- Applicants providing a college transcript or grade report indicating a grade of C or higher or a grade of Pass in college-level English Composition 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 Composition 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 from an accredited United States (U.S.) institution of higher learning as recognized by the U.S. Department of Education or by the Council for Higher Education Accreditation (CHEA) 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.

**P. 138 Additional Technical Requirements (8/22/2024, 4/15/2025)**

*Replace the 2nd paragraph with:*

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 Classroom IT Support at 833-606-1909.

*In the Required Plug-Ins and Software section, replace the 2nd bullet with:*

- 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 call Classroom IT Support at 833-606-1909.

**P. 139 Additional Admissions Requirements for International Students (12/16/2024)**

*Remove this section in its entirety.*

**P. 139 School of Health Science Entrance Exam (10/15/2024)****P. 139 School of Nursing Entrance Exam (10/15/2024)**

*Replace both of these policies with the following, which is effective with the November 6, 2024 start date.*

**School of Nursing and School of Health Sciences Entrance Exam Policy**

Potential students interested in enrolling in a Rasmussen University School of Nursing or select School of Health Sciences programs must meet one of the acceptance requirements identified on the program's applicable program page of the most current catalog or addendum for their desired program. Potential students will be given access by Admissions to the online registration process for the entrance exam. The applicant may register and pay associated fees for the study materials and exam. The entrance exam must be administered in a proctored setting. Threshold exam percentages will not be rounded. Based on exam scores, applicants may apply for a Rasmussen University program of study for which they qualify.

Potential students not meeting the exam score requirement are allowed a maximum of six attempts for any entrance exam attempted at a Rasmussen exam location within 24 months of the student's expected start date of a Rasmussen program. A minimum of one week (seven calendar days) between attempts is expected. Any entrance exam results dated more than 24 months before the expected start date of the Rasmussen University program will not be considered. The following exceptions apply:

- Applicants who have previously taken the entrance exam for admission to another institution may, at their own expense, have the results transferred to Rasmussen University if the test date is within 24 months of the start date of the Rasmussen program. The University will verify the transferred scores. Transferred scores must meet all of the requirements for acceptance which means that some cumulative scores may be recalculated or may not be considered valid for the purpose of admission or acceptance. The University has the right to deny admission based on transferred results.
- Students who are 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 will not be required to requalify if the entrance requirements on file meet the threshold of the program into which they are transferring.
- Students who have left a Nursing program of study and wish to reenter into a Nursing program as an interrupted transfer must meet all eligibility requirements as outlined in the School of Nursing Reenter Policy; in this specific case, the initially qualifying Entrance Exam has a 24-month expiration from the last quarter in which attendance and grades were posted (i.e., the quarter of reentry must be within the 24-month expiration period).

**P. 141 Tuition and Fees (8/22/2024)**

*Add the following to the "Notes to Tuition":*

For students continuously enrolled in programs offered at the Green Bay and Wausau, Wisconsin campuses, tuition and course resource technology fees are locked in at the rates effective for all students as of the January 2, 2024, start date.

**P. 142 B. Course Technology and Resource Fee (8/22/2024)**

*Replace the 6<sup>th</sup> bullet with:*

- Classroom IT Support

**P. 142 Additional Tuition Information – C. Book Fee and D. Textbook Op-Out Policy (1/2/2025)**

*Replace both sections with the following:*

**C. Book Fee**

Students must purchase textbooks, e-books, and/or other physical and digital learning materials required for their courses, commonly referred to collectively as "Required Course Materials."

- In courses that do not utilize a digital learning platform with integrated Required Course Materials ("Non-Integrated Courses"), students have the option to (1) purchase Required Course Materials through Rasmussen University for a flat cost for each Required Course Material, as described below; or (2) opt-out of purchasing Required Course Materials through

Rasmussen University, as described in the Textbook Opt-Out Policy, and source their own vendor for such purpose.

- In courses that utilize a digital learning platform with integrated Required Course Materials ("Integrated Courses"), students must purchase Required Course Materials through Rasmussen University, as described below, because the use of the integrated digital learning platform does not make the Required Course Materials available in this format from sources other than the University. Additionally, because of the integrated nature of the digital learning platform, students will not be able to opt-out of purchasing Required Course Materials through Rasmussen University for Integrated Courses.

The flat cost for each Required Course Material when purchasing through Rasmussen University is \$15.00, plus applicable taxes. For example: If a course has two Required Course Materials, then the student will be charged \$30.00, plus applicable taxes, for the cost of Required Course Materials in addition to all other applicable tuition and fee charges.

#### **D. Textbook Opt-Out Policy**

If a student desires not to purchase Required Course Materials for Non-Integrated Courses through Rasmussen University, then the student may opt-out of automatic charging and billing for any or all Required Course Materials for Non-Integrated Courses at the flat cost, and then must purchase the Required Course Materials through another source such as Amazon. Students who opt-out of purchasing Required Course Materials for Non-Integrated Courses are advised that access to digital Required Course Materials 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 on a quarterly basis by the end of the class drop/add period for each quarter, as defined in the Rasmussen University Course Catalog, to be effectuated during that Term. If a student opts-out after being automatically charged for the Required Course Materials, but before the end of the class drop/add period, then Rasmussen University will credit the charged costs for Required Course Materials.

Students enrolled in Integrated Courses do not have the option to opt-out of purchasing Required Course Materials from the University because the use of the integrated digital learning platform does not make the Required Course Materials available in this format from sources other than the University. Any requests to opt-out of purchasing Required Course Materials for Integrated Courses through the University will be denied.

A list of Required Course Materials for each course and whether a student can opt-out of purchasing the Required Course Materials through the University based on the use of an integrated digital learning platform is available in the student portal. This list is published quarterly and is subject to change throughout a student's enrollment.

#### **P. 146 Institutional Scholarship and Grant Programs (7/18/2024)**

*Add the following under the grants and scholarships that may be combined with other University grants and scholarships:*

- Online Kickstart Grant (6)

(6) Online Kickstart Grant may be combined with other University grants and scholarships, with the exception of the Professional Achievement Grant.

#### **P. 154 School of Nursing Reenter Policy (9/16/2024)**

*Replace the second paragraph with:*

Additionally, students who have been administratively withdrawn from a School of Nursing pre-licensure program, those who fail two core nursing courses, 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 from the last quarter in which attendance and grades were posted. Reentry is subject to both the School of Nursing Repeating Courses and Course

Withdrawal Policy for Pre-licensure Programs Policy and the School of Nursing Course Expiration Policy.

**P. 155 Doctor of Nursing Practice Program Progression Requirements (8/22/2024)**

*Replace the introductory paragraph with:*

Students enrolled in this program are scheduled as a cohort and have a required course sequence and credit load that must be followed. The cohort progresses sequentially for seven quarters (full-time) or up to 14 quarters (part-time) and graduates after successful completion of all credit hours.

**P. 156 ATI End-of-Program Assessments Policy (1/2/2025)**

*Replace this policy with the following:*

**ATI End-of-Program Assessments Policy for 103-credit Professional Nursing Associate's (ADN) program available only in Illinois**

Eligibility to take the end-of-program Comprehensive Predictor in the ADN program is satisfied by completing each of the nine ATI Content Mastery Series (CMS) assessments identified in the pre-licensure nursing handbook as follows:

- 1) Achieving at least a Proficiency Level 2 on the first or second attempt on all ATI CMS assessments.  
or
- 2) A student who does not achieve a Proficiency Level 2 on any required ATI CMS assessments within the maximum of two attempts will be required to submit standardized ATI CMS Remediation templates for each CMS assessment the student did not achieve a Proficiency Level 2.

The ATI CMS assessments or remediation should be completed within a quarter of when it was required and no later than before the start of the quarter in which NUR2944 Professional Nursing Capstone, which delivers two proctored ATI Comprehensive Predictor Assessments is first attempted.

The proctored ATI CMS assessments and the end-of-program ATI Comprehensive Predictor assessments must be completed residentially on campus in a proctored environment.

For a student to complete and receive a final passing grade in NUR2944 Professional Nursing Capstone, the student must earn an individual score (benchmark) on one of the two proctored ATI Comprehensive Predictor Assessments that equates to a 95% probability of passing the NCLEX.

If the student does not attempt the end-of-program ATI Comprehensive Predictor Assessment during the requisite course or is not successful in reaching the required individual score on a first attempt during the requisite course, the student can request an Incomplete grade (I) for the course to allow the student additional time to achieve the required score within a maximum of two attempts in total (inclusive of all attempts made during the requisite course or the incomplete period) by the first day of the following quarter. Students who achieve the required individual score within the two maximum attempts by the first day of the following quarter will receive a grade change based on completing all other assignments and exams within the course.

If the student is not successful in meeting the required individual score within the two maximum attempts, the student will fail the course and be scheduled to repeat the failed course if allowed by the School of Nursing Repeating Courses and Course Withdrawal Policy for Pre-Licensure Programs.

**P. 159 Standards of Satisfactory Academic Progress (SAP) (12/16/2024)**

*Under "Credits and grades considered in determining Satisfactory Academic Progress", replace the first paragraph:*

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, School of Health Sciences, and the School of Justice Studies.

*Replace the 2<sup>nd</sup> bullet in the second column:*

- Repeated and unexpired course credits from prior attempts will count toward the total credits attempted for the Cumulative Completion Rate. The highest grade earned from unexpired repeated courses will be used to calculate the student's cumulative GPA. If more than one attempt results in the same letter grade, only the most recent one will be used to calculate GPA. See Repeating Courses Policies.

**P. 162 Extenuating Circumstances Policy (1/2/2025, 5/15/2025)**

*Add this new policy, which is effective Winter quarter 2025, before the Generative Artificial Intelligence (AI) Learning, Assessment, and Research Policy:*

**Extenuating Circumstances Policy**

During your studies at Rasmussen, you may experience circumstances outside your control that may impact your ability to fulfill the requirements of your courses or program. These guidelines are in place to ensure equity for all students.

Extenuating Circumstances are generally defined as a combination of the following:

- o Situations that are different from your usual day-to-day life.
- o They are unforeseen and outside of your control: You could not have prevented them.
- o They are likely to substantially impact your ability to comply with the policies of the University.

The following are considered extenuating circumstances with appropriate documentation:

- Military service
- Jury duty
- An Accommodations Plan that has been approved through the University's accommodations request process, in accordance with the Americans with Disabilities Act (1990) and Section 504 of the Rehabilitation Act (1973).

*If the extenuating circumstances reported fall under a Title IX offense and/or pregnancy-related conditions, this should be reported to the Title IX Coordinator at [titleix@rasmussen.edu](mailto:titleix@rasmussen.edu) for support and consideration. Title IX Offenses include incidents of sexual misconduct such as sex-based harassment, sexual violence, dating and domestic violence.*

The following situations may be considered extenuating circumstances with appropriate documentation; this list is not all-inclusive:

- Serious ill health or caregiving of self or an immediate family member
- Personal accident or injury of a significant nature
- Bereavement due to the recent loss of a close family member
- Victim of a crime
- Short-term incarceration
- Unforeseen transportation emergencies such as a car accident
- Unforeseen conflicts with childcare
- Unexpected medical complications
- Natural disasters or other emergencies declared by a state or federal agency

Standards of acceptable evidence include the following:

- A Health Provider's letter or certificate that confirms your illness and clearly identifies the time of the illness
- Hospital admission and discharge letter, to confirm your time spent in the hospital
- Death Certificate / Order of Service / Funeral Director's Letter
- Police Report
- Military Orders
- Jury Duty Summons
- Emergency Declaration

- Intake and Release Paperwork
- Accommodations Plan on file

The following situations are generally not considered extenuating circumstances; this list is not all-inclusive:

- Poor Time Management: Failure to manage time effectively or procrastination
- Work Commitments: Not planning appropriately for work commitments or volunteer work
- Holidays or Travel Plans: Lack of prioritization for academic expectations related to vacations or trips
- Lack of Preparation: Not completing work related to exams or assignments, misreading of schedule or tardiness
- Transportation Issues: Not planning for routine/expected traffic delays
- Non-Urgent Appointments: Routine appointments that can be scheduled at alternative times
- Minor Illnesses: that do not significantly impact academic performance

#### **P. 162 Student Testing Policy (12/16/2024)**

*Add this new policy after the Generative Artificial Intelligence (AI) Learning, Assessment, and Research Policy:*

##### **Student Testing Policy**

Assessment is defined as: Evaluations or measurements used to document students' academic readiness, learning progress, skill acquisition, or educational needs.

Assessment takers are expected to comply with the Student Testing Policy when taking any assessment, as defined in this policy. Failure to adhere to the policy may result in an academic integrity policy violation inquiry.

- Assessment takers are not permitted to take an assessment for any other student.
- Assessment takers are not permitted to have another person take an assessment on their behalf.
- During testing, assessment takers may not use the computer for any function other than completing the proctored assessment.
- Assessment takers are not permitted to copy, reproduce, record, distribute, or disclose the assessment questions by any means or allow another individual to do so.
- Assessment takers with an approved accommodation are expected to notify their faculty of the specific assessment-related accommodations they need at least 24 hours in advance of the exam or end of day Thursday for a weekend assessment by presenting their Residential Accommodations Verification Document. This will help ensure that the accommodations are provided on time.
- Assessment takers must immediately notify the proctor if they experience technical difficulties during an assessment.
- To access the assessment, assessment takers must show their photo identification. Photo identifications must be an original, current (valid) ID issued by a city/state/federal government agency.
  - o You must use the name on your ID to register to test, and the photo ID must be clearly recognizable as you.
  - o Students who are in the process of changing their name must provide supporting evidence of the name change, such as a marriage certificate or legal name change documentation.
- For Assessments that require a webcam to ensure the best experience,
  - o If a webcam is required, your face should be clearly visible.
  - o Position the webcam so your face is centered in the frame the entire time you are signed in and complete your assessment.
  - o Ensure all other computer applications are closed, and if required, anti-virus software is disabled before you begin your assessment.
  - o Do not attempt to block the webcam's view by moving the device, blocking the webcam with a piece of paper or other objects, or sliding the cover over the lens.
  - o Avoid leaving the view of the webcam, using unauthorized materials, moving in an unusual or excessive way, looking away from the screen, or speaking.

**Cheating hurts everyone. If you see it, report it.** If you suspect another tester is attempting to create an unfair advantage or encounter any other attempt to violate the academic integrity policy, you are encouraged to report the activity to Rasmussen University Officials. You can make an anonymous report about assessment security concerns by using the Online Reporting System <https://www.rasmussen.edu/student-experience/academic-integrity/>.

**In-Person Assessments Require:**

- Assessment takers are expected to be on campus, in the designated testing area, and ready for the assessment at or prior to the scheduled start time of the assessment. The campus will use a process to determine on-time arrival. Assessment takers should expect the doors to the assessment environment to be closed at the scheduled start time of the exam. Students arriving after the doors are closed, regardless of check-in status, will be considered late and will not be permitted to enter the assessment environment, forfeiting their opportunity to take the exam.
- Assessment takers may be required to wait in a designated waiting area outside of the testing environment prior to the testing time.
- Assessment takers must take care of any personal needs (i.e., restroom) before receiving their ticket to enter the room for the assessment.
- Assessment takers may not eat food or candy, drink, or chew gum during the assessment unless an approved accommodation requires it.
- If an assessment taker leaves the testing environment for any reason without permission, they are not permitted to re-enter the environment during testing.
- If an assessment taker must leave for any reason during the assessment prior to completing the assessment, any personal items that were allowed to stay in the room must remain in the assessment environment until the assessment is completed by all students. The proctor has the discretion to approve a temporary exit from, and to allow the removal of any personal items from the assessment environment and approve their return to the assessment environment.
- Makeup Exams – Makeup eligibility is determined by the following situations:
  - o Arrived late or exited early due to extenuating circumstances. - See the Extenuating Circumstances policy for additional information. Dependent on the type of assessment, student must work with Dean/Program Coordinator to determine if a makeup is allowed.
  - o Missed assessments due to extenuating circumstances - See the Extenuating Circumstances Policy for additional information. Dependent on the type of assessment, student must work with Dean/Program Coordinator to determine if a makeup is allowed.
  - o Arrived late or exited early without approval – No makeup allowed.
  - o Did not comply with provisions of the testing policy – No makeup allowed.
  - o Entrance Exams make-up will require approval of the Campus Executive Director.
- For assessments with a scheduled break, you may eat or drink outside the assessment room during the break. Electronic devices are not to be used during scheduled breaks. Ensure that you have returned to your seat prior to the end of the break period.
- During the assessment, only authorized resources and exam materials are permitted on your desk or workspace in the testing area. Unauthorized electronic devices, including cell phones, tablets, smartwatches, calculators, cameras, smart glasses, pagers, wireless headphones, or other electronic equipment, are not allowed.
  - o Calculators, if allowed, along with writing tools and scratch paper will be provided by the campus.
  - o If you utilize scratch paper, you must:
    - Not write on scratch paper until you have started the assessment.
    - Write your name on the piece of scratch paper distributed once the assessment begins.
    - Not copy or reconstruct assessment items during or after the assessment for any reason.
    - Return all scratch paper to the proctor at the end of the assessment.
- Personal belongings are strictly prohibited in the assessment environment.
  - o This includes bags, backpacks, purses and wallets, cosmetics, including lip balm; any item that could be used to conceal your identity or an unauthorized testing aid.

- o Personal items allowed to stay in the room will be placed in a designated location, and the student must prove that all electronic devices are turned off.
- o Assessment takers should leave personal items in a locked vehicle, out of sight of passersby, or at home if they are not required for their time on campus. Rasmussen University is not liable for any loss of, damage to, and/or theft of personal property left unattended by an assessment taker anywhere on campus, in the parking lot, or in a vehicle while complying with this policy.
- Assessment takers may be asked to roll up their sleeves, empty their pockets, or remove their glasses to demonstrate that their person is free of any electronic devices or other prohibited items upon entry to the testing environment.
  - o Assessment takers who refuse to comply with the personal item expectations will be asked to exit the testing environment and will not be permitted to complete the proctored assessment.
  - o Assessment takers asked to roll up their sleeves who wear long sleeves as part of a modesty provision of a sincerely-held religious belief may request a private screening area.
- School of Nursing students are expected to wear their uniforms for any testing on campus, see Uniforms policy in the School of Nursing handbook.

**Exceptions to personal belongings rule:**

- Cultural-religious attire
  - o Assessment takers may be asked to pull back their head covering and demonstrate that they do not have listening devices unrelated to a documented accommodation upon entry to the testing environment.
  - o Assessment takers who refuse to comply with the head check expectations will be asked to exit the testing environment and will not be permitted to complete the proctored assessment.
  - o Assessment takers asked to pull back their head covering who wear the head covering as part of a modesty provision of a sincerely-held religious belief may request a private screening area.
- Campus-provided earplugs or noise-canceling headphones.

**Exiting the Assessment Environment at the end of the Assessment:**

- Log out of the assessment and leave the computer in place.
- Turn in your scratch paper and remove any permitted personal belongings.
- Quietly leave the testing environment as soon as you finish the assessment.
  - Students are not permitted to re-enter the environment during the assessment.

**P. 164 Course-by-Course Transfer of Credit (6/26/2025)**

*Under General Transfer of Credit, effective June 23, 2025, update the mailing address in the 3rd bullet to:*

Rasmussen University  
Attn: Transcripts Department  
5555 96th Avenue North - Suite 100  
Brooklyn Park, MN 55443

**P. 164 Course-by-Course Transfer of Credit (10/15/2024)**

*Replace the listed bulleted policy statements with the following:*

- Credits in Core courses in Technology programs must have been earned within three (3) calendar years of the date the student starts in the program. 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 Design programs must have been earned within five (5) calendar years of the date the student starts in the program. Prefixes include ADV, DIG, GRA, and PGY. This excludes ART1200C Sketching for Designers, which does not have an expiration.
- Credits in Core courses in Health Sciences programs must have been earned within five (5) calendar years of the date the student starts in the program. Prefixes include HIM, HSA, HSC, MEA, PHC, and PTN. This excludes HSC1531 Medical Terminology, which does not have an expiration.

- Nursing Programs will not accept any Core course transfers for courses with prefixes of NUR and PRN. Master of Science in Nursing and Post-Graduate Certificate-Nurse Practitioner programs allow up to 12 Core program credits (NGR prefix) to be fulfilled with transfer credit when comparable graduate-level courses have previously been completed within five (5) calendar years of the date the student starts in the program and the courses were completed when enrolled in a programmatically accredited program. Practicing nurse practitioners who are nationally certified are exempt from the five (5) calendar year requirement.
- Credits in core courses in Criminal Justice, Law Enforcement, and Paralegal programs with course prefixes CCJ, CJC, CJE, CJL, and PLA must have been earned within five (5) calendar years of the date the student starts in the program.

**P. 164 Transfer of General Education Science Credits for School of Nursing and School of Health Sciences (9/16/2024)**

*Under "Science Courses covered by this policy:", add the following to the listed courses, which is effective Winter quarter 2025:*

- BSC2093C Human Anatomy and Physiology I
- BSC2094C Human Anatomy and Physiology II

**P. 164 Transfer of General Education Science Credits for School of Nursing and School of Health Sciences (10/15/2024)**

*Replace the first bullet with the following:*

- Course was completed within five (5) calendar years of the date the student starts in the program.

**P. 165 Transfer of General Education Science Credits for School of Nursing and School of Health Sciences (9/16/2024)**

*Under "For Nursing and Health Sciences programs:", replace the second asterisk with the following, which is effective Winter quarter 2025:*

- \* When Rasmussen Academic Leadership has verified that the content of an external A&P I or A&P II course includes the same body systems as the Rasmussen course, the external course will be eligible to fulfill the Rasmussen course requirement. For example, beginning Winter quarter 2025, Rasmussen's BSC2094C Human A&P II course includes the endocrine system; an external A&P II course that does not include the endocrine system is not eligible to fulfill Human A&P II as transfer credit.

**P. 166 Military Block Transfer for Physical Therapist Assistant Associate's Degree (9/16/2024)**

*Replace the last paragraph in this section with the following, which is effective Winter quarter 2025:*

The block transfer includes: BSC2093C Human Anatomy and Physiology I, BSC2094C 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.

**P. 167 Pre-Licensure Bachelor of Science in Nursing Program Eligibility and Transfer of Credit Policy (9/16/2024)**

*Replace the first paragraph in this section with the following, which is effective Winter quarter 2025:* 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: BSC2093C Human Anatomy and Physiology I, BSC2094C Human Anatomy and Physiology II, CHM1100C General Chemistry and MCB2340C General Microbiology. All General Education course requirements must be completed before core Nursing courses can be taken.

**P. 167 Self-Directed Assessment Policy (8/22/2024, 4/15/2025)**

*Replace the 8<sup>th</sup> bullet with:*

- Academic Appeals are not considered for self-directed assessment or any other form of prior learning assessment. Technical issues should be resolved by calling Classroom IT Support at 833-606-1909 at the time an issue is discovered.

**P. 168 Credit by Examination (Challenge Exams or Test Outs) (8/22/2024)**

*Replace the 9<sup>th</sup> bullet with:*

Academic Appeals are not considered for credit by examination, self-directed assessment, or any other form of prior learning assessment. Technical issues should be resolved by calling Classroom IT.

**P. 173 Accreditation and Licensing (10/15/2024)**

*Under "A. Accreditation", replace the 4<sup>th</sup> paragraph with the following:*

The Medical Assisting Diploma program at the Central Pasco, Fort Myers, Ocala, and Tampa/Brandon campuses in Florida; the Aurora/Naperville, Rockford, and Romeoville/Joliet campuses in Illinois; the Bloomington, Eagan, Hennepin/Anoka, and Mankato campuses in Minnesota, and the Green Bay campus in Wisconsin are accredited by the Accrediting Bureau of Health Education School (ABHES). Accrediting Bureau of Health Education Schools, 6116 Executive Blvd., Suite 730, North Bethesda, MD 20852, (301) 291-7550.

**P. 173 Accreditation and Licensing – A. Accreditation (5/15/2025)**

*Replace the following Practical Nursing Diploma accreditation statement with the following:*

- 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 Continuing Accreditation.

**P. 173 Practical Nursing Diploma (4/15/2025)**

*Under the Practical Nursing Diploma program section, update the Accreditation Commission for Education in Nursing (ACEN) website information:*

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 <https://www.acenursing.org/search-programs>.

**P. 174 Accreditation and Licensing – A. Accreditation (10/15/2024)**

*Replace the Professional Nursing Associate's accreditation statements with the following (10/15/2024):*

- 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 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 Continuing Accreditation.
- Romeoville campus (with off-campus instructional sites in Aurora, Mokena, and Rockford), located in Romeoville, Illinois, 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.

**P. 174 Professional Nursing Associate (4/15/2025)**

*Under the Professional Nursing Associate's program section, update the Accreditation Commission for Education in Nursing (ACEN) website information:*

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 <https://www.acenursing.org/search-programs>.

**P. 174 B. Licensing and State Authorization (9/16/2024)**

*Add a new first bullet to this section as follows:*

The Practical Nursing Diploma program at the Moorhead, Minnesota campus is approved with conditions by the Minnesota Board of Nursing. On Aug. 1, 2024, pursuant to the authority granted under Minn. Stat. 148.251, the Minnesota Board of Nursing issued a Stipulation and Consent for Correction Order imposing conditions upon the approval of the Practical Nursing Diploma program at the Moorhead campus for having an annual pass rate of less than 75 percent on the National Council Licensing Examination of first-time examinees for three consecutive years. The program must, by June 30, 2025, achieve a success rate of higher than 75 percent based on the cumulative results from the previous four quarters for candidates from the program who write the licensing examination for the first time and resolve all areas of non-compliance identified in the Stipulation and Consent for Correction Order. If the conditions imposed on the program are not resolved, then the Minnesota Board of Nursing will follow the procedure outlined in Minn. R. 6301.2360, Subp. 10(C) for uncorrected deficiencies, which may result in the removal of the program from the list of approved programs.

**P. 174 B. Licensing and State Authorization (6/26/2025)**

*Add a new second bullet to this section as follows:*

The Professional Nursing Associate's degree program at the Moorhead, Minnesota campus is approved with conditions by the Minnesota Board of Nursing. On June 5, 2025, pursuant to the authority granted under Minn. Stat. 148.251, the Minnesota Board of Nursing issued a Stipulation and Consent for Correction Order imposing conditions upon the approval of the Professional Nursing Associate's degree program at the Moorhead campus for having an annual pass rate of less than 75 percent on the National Council Licensing Examination ("NCLEX-RN") of first-time examinees for three consecutive years.

To be removed from conditional approval and restored to full approval, the program must, by December 31, 2025, achieve an NCLEX-RN pass rate higher than 75 percent based on the cumulative results from the four quarters of calendar year 2025 for candidates from the program who write the licensing examination for the first time. If the program does not achieve the requisite pass rate by December 31, 2025, then the program must achieve an NCLEX-RN pass rate of higher than 75 percent by June 30, 2026 based on the cumulative results from the first and second quarters of calendar year 2026 for candidates from the program who write the licensing examination for the first time. If the conditions imposed on the program are not resolved as described herein, then the Minnesota Board of Nursing will follow the procedure outlined in Minn. R. 6301.2360, Subp. 10(C) for uncorrected deficiencies, which may result in the removal of the program from the list of approved programs.

**P. 174 B. Licensing and State Authorization (3/17/2025)**

Remove the probationary status relating to the Professional Nursing Associate's degree program at the Fort Myers, Ocala, and Tampa/Brandon campuses in Florida. These campuses are in good standing.

**P.176 Grievance Policy (11/15/2024, 4/15/2025)**

*Replace this policy in its entirety with the following, which is effective Spring quarter 2025:*

**Grievance Policy**

Rasmussen University recognizes the rights of individuals affiliated with the University to receive due process under the policies and practices that govern the University, and thus, individuals may submit a complaint through the impartial procedures of grievance as defined in these policies.

For the purposes of these policies, the following terms are defined:

- Complaint: An expressed feeling of dissatisfaction held by an individual regarding an action taken by the University or by members of the University community.
- Student Complainant: A current, former, or prospective student who has or had a direct connection with the University.

- **Public Complainant:** A member of the community who has or had a direct connection with the University or an indirect connection through a student or Rasmussen University employee.

Not all complaints rise to the level of a grievance unless specific allegations warrant the need to use the following grievance procedures to resolve the complaint. Complaints that do not include the specific allegations that make the concern eligible to be processed under the following grievance procedure should be directly addressed with the individual and/or department that oversees the area of concern.

A grievance is a complaint that alleges the University failed to properly apply a Rasmussen University policy, procedure, and/or standard practice. Disagreement with the outcome of a properly applied University policy, procedure, and/or standard practice does not constitute a grievance.

No retaliatory action may be made by the University or any of its representatives against those who have a complaint or submit a grievance, participate in the resolution process, or are the subject of the matter. The University will investigate and attempt to resolve each grievance made under these policies and any associated allegations of retaliation.

In compliance with Minn. Stat. § 136A.65, subd. 4(13), [<https://www.revisor.mn.gov/statutes/cite/136a.65>] no grievance initiated under this policy with an allegation(s) of school actions or conduct that would be covered under Minn. Stat. § 136A.672 [<https://www.revisor.mn.gov/statutes/cite/136A.672>] will be resolved with a nondisclosure agreement or other contract restricting a complainant's ability to disclose information.

### **Grievance Procedure**

Failure to follow the grievance procedure, including missed deadlines or failure to meet the definition of a grievance, may result in the submitted grievance being denied for review.

#### **1. Informal Resolution**

The complainant is encouraged to first attempt to resolve the issue informally and directly with the individual or entity responsible for the concern, wherein safe and feasible.

#### **2. Grievance Submission**

If the issue is not resolved informally, the complainant may submit a grievance by completing the *Grievance Form* within ten (10) business days of the complaint or the conclusion of the informal resolution. The link to the grievance form can be found at

<https://guides.rasmussen.edu/disputeresolutionpolicies>

The following process will apply:

- 1) The Campus/Online Executive Director will review the submitted grievance form to determine whether the complaint constitutes a grievance as defined within this policy. The Campus/Online Executive Director will provide a response within three (3) business days, indicating whether the complaint is accepted for review as a grievance or dismissed because it does not meet the definition of a grievance as defined in this policy.

For submissions accepted as grievances, the Campus/Online Executive Director will have fifteen (15) business days from the date submitted to conduct a thorough review and render a written determination to the grievance.

#### **3. Grievance Appeal**

The complainant may only appeal the grievance determination of a Campus/Online Executive Director for the following reasons:

- New evidence is available that was not available at the time of the grievance was submitted, and the said evidence may affect the outcome of the grievance determination.
- The grievance determination was disproportionate to the findings.
- The Campus/Online Executive Director had a conflict of interest, bias, or retaliatory behavior that affected the outcome.

To appeal, the complainant must complete the *University Grievance Appeal Form* within ten (10) business days of receiving the determination. The link to the appeal form can be found at

<https://guides.rasmussen.edu/disputeresolutionpolicies> The University Grievance Officer will have thirty (30) business days from receipt of the appeal to either grant or deny the appeal, or to request additional information from the complainant. The decision of the University Grievance Officer is final.

A record of each grievance and grievance appeal determination, including its nature and disposition, shall be maintained for all programs by the University.

**P. 176 Drug-Free School and Workplace (8/22/2024)**

*Replace the 4<sup>th</sup> paragraph with:*

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/DAAP>. 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.

**P. 180 Places Where Preferred Name Will Appear (8/22/2024)**

*Replace the first bullet with:*

- Rasmussen Classroom IT Support (IT Support System)

**P. 183 Student and Online User Conduct Policy (8/22/2024, 4/15/2025)**

*Replace the last bullet in this section with:*

- Using social media accounts to report phishing, spam, or criminal activity. Suspicious emails and other activity should be reported to Classroom IT Support by contacting ClassroomSupport@rasmussen.edu or 833-606-1909 for assistance.

**P. 183 Title IX Policy (2/27/2025, 5/15/2025)**

*Replace the Title IX and Policy Against Sexual Misconduct section in its entirety with the following:*

**Title IX Policy**

**Notice of Non-Discrimination**

Rasmussen University is committed to providing an educational and working environment free from discrimination based on sex, in compliance with Title IX of the Education Amendments of 1972. Rasmussen prohibits sexual harassment, sexual violence, and gender-based discrimination including pregnancy or related conditions in any of its educational programs or activities. This policy applies to all students, faculty, staff, and third parties within the Rasmussen community.

**Overview**

This policy outlines Rasmussen's commitment to preventing and addressing sex discrimination and sexual misconduct under Title IX. It provides information about reporting procedures, available support, and grievance procedures to ensure a fair and transparent resolution of reported Title IX incidents.

**Definitions**

- **Complainant:** A student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX or its regulations; or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX or its regulations and who was participating or attempting to participate in Rasmussen's education program or activity at the time of the alleged sex discrimination.
- **Consent:** "Consent" has no definition in federal law and is defined differently across states and local jurisdictions. For purposes of alleged sexual misconduct filed under this policy, Rasmussen follows and applies the definition of consent of the state or jurisdiction of the campus on which the alleged incident occurred (for online programs, the relevant state is Minnesota). If the state or

jurisdiction does not define consent in its laws, Rasmussen will apply the Illinois definition as stated below. The definition of consent for each state in which Rasmussen has a residential campus is reproduced here:

- o **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))
- o **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. (110 Ill. Comp. Stat. § 155/10(1))
- o **Kansas:** Kansas Statutes do not define "consent" as of February 2025.
- o **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."
  - "Physically helpless" means that a person is "(a) asleep or not conscious, (b) unable to withhold consent or to withdraw consent because of a physical condition, or (c) unable to communicate nonconsent and the condition is known or reasonably should have been known to the actor." (Minn. Stat. § 609.341, subd. 4 and 9)
- o **North Dakota:** The North Dakota Century Code does not define "consent" as of February 2025.
- o **Wisconsin:** "Consent . . . 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 . . .
  - (a) A person suffering from a mental illness or defect, which impairs capacity to appraise personal conduct.
  - (b) A person who is unconscious or for any other reason is physically unable to communicate unwillingness to an act." (Wis. Stat. § 940.225(4))
- o Verbal statements or non-verbal actions which a reasonable person would understand to mean a voluntary agreement to engage in sexual activity. Someone who is incapacitated cannot consent. Past consent does not imply future consent. Silence or an absence of resistance does not imply consent. Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another person. Consent can be withdrawn at any time. Coercion, force, or threat of either invalidates consent.

- **Dating Violence** - Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on consideration of the length of the relationship, the type of the relationship, and the frequency of interaction between the persons involved in the relationship.
- **Disciplinary Sanctions** - Consequences imposed on a Respondent following a determination under Title IX that the Respondent violated Rasmussen's prohibition on sex discrimination.
- **Domestic Violence** - A felony or misdemeanor crime committed by a person who: (a) Is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of Rasmussen, or a person similarly situated to a spouse of the victim; (b) Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner; (c) Shares a child in common with the victim; or (d) Commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction.
- **Grievance** - A written request to Rasmussen that objectively can be understood as a request for Rasmussen to investigate and make a determination about alleged discrimination under Title IX or its regulations.
- **Online Reporting System** - Rasmussen provides an Online Reporting System to receive reported incidents under this policy. This reporting system allows for anonymous submissions and is available on the Rasmussen website at: <http://www.rasmussen.edu/student-life/title-ix/>.
- **Respondent**: An individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.
- **Retaliation**: Any adverse action taken against an individual for reporting misconduct or participating in a Title IX investigation.
- **Sex-based Harassment** - Sex-based harassment is a form of sex discrimination and means Sexual Harassment and other harassment on the basis of sex, including on the bases of sex stereotypes, sex characteristics, and pregnancy or related conditions, that satisfies one or more of the following:
  - *Quid pro quo harassment*. An employee, agent, or other person authorized by Rasmussen to provide an aid, benefit, or service under Rasmussen's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct;
  - *Hostile environment harassment*. Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from Rasmussen's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following: (i) The degree to which the conduct affected the Complainant's ability to access Rasmussen's education program or activity; (ii) The type, frequency, and duration of the conduct; (iii) The parties' ages, roles within Rasmussen's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct; (iv) The location of the conduct and the context in which the conduct occurred; and (v) Other sex-based harassment in the recipient's education program or activity;
  - *Specific offenses*. "Sexual assault", "dating violence", "domestic violence", or "stalking" as defined herein.
- **Sexual Harassment**: Unwelcome conduct based on sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to an education program or activity.
- **Sexual Misconduct**: Unwelcomed conduct that includes sexual harassment, nonconsensual distribution of sexual images, sexual extortion, nonconsensual dissemination of a deepfake depicting

intimate parts or sexual acts, sex trafficking, VAWA crimes of sexual assault, intimate partner violence, domestic violence, and stalking.

- **Stalking** - Engaging in a course of conduct directed at a specific person that would cause a reasonable person to (a) fear for the person's safety or the safety of others, or (b) suffer substantial emotional distress. As used in this definition, "course of conduct" means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens or communicates to or about a person, or interferes with a person's property; "substantial emotional distress" means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling; and "reasonable person" means a person under similar circumstances and with similar identities to the victim. Rasmussen considers stalking to include "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.
- **Standard of Evidence** - Preponderance of the evidence standard will be used for Title IX proceedings and is applied equally to both students and employees. The burden of proof is met when it is more likely than not that the alleged misconduct occurred.
- **Unwelcome Conduct** - Conduct is unwelcome if an individual did not request or invite it and regarded the conduct as undesirable or offensive. Acquiescence in the conduct or the failure to complain does not always mean that the conduct was welcome.
- **Victim/Survivor** - These terms are used together throughout this policy to respect individuals who may identify as a victim, survivor, or both. A victim/survivor is comparable to a Complainant for purposes of this policy.

### Reporting Policies and Protocols

Reports of Title IX incidents can be made to the Title IX Coordinator ([titleix@rasmussen.edu](mailto:titleix@rasmussen.edu)) or anonymously via the online reporting system (<http://www.rasmussen.edu/studentlife/title-ix/>). Individuals may also report incidents to local law enforcement. Rasmussen encourages individuals to report incidents promptly. Anonymous reporting is permitted, and an inquiry will be initiated to the extent possible based on the information provided.

### Assistance Following an Alleged Title IX Offense

Rasmussen may offer supportive measures to the Complainant and Respondent, as necessary, during any criminal or Rasmussen-led investigation into a Title IX incident report and before the final determination of any Rasmussen-led investigation. To the extent Rasmussen does not routinely offer services that may constitute appropriate supportive measures, Rasmussen shall make a good faith effort to enter into memoranda of understanding with support services agencies as may be necessary to meet Rasmussen's Title IX obligations. All such memoranda and activities thereunder shall comply with the requirements under the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) and its implementing regulations (34 C.F.R. Pt. 99), as each may be amended from time to time.

Any Complainant of a Title IX incident should be aware of the options to seek treatment for injuries, preventative treatment for sexually transmitted diseases/infections, and other services. Complainants are encouraged to discuss with health care providers, Rasmussen officials, and first responders the option of seeking medical treatment and are encouraged to preserve evidence, which may be necessary to prove a crime has occurred, or to obtain a protective order. A list of medical facilities near each campus at which a Complainant can obtain a medical forensic examination can be found at: <https://www.rasmussen.edu/student-life/title-ix/>.

A Complainant of an alleged Title IX incident may report such incident to law enforcement agencies or Rasmussen employees, including the Title IX Coordinator. Complainants may, at their choosing, (a) directly notify law enforcement authorities, (b) be assisted by Rasmussen in notifying law enforcement authorities, or (c) decline to notify such authorities. Complainants also may be able to obtain protective, no contact, restraining, or similar lawful orders issued by an appropriate court.

A Complainant or Respondent may contact directly, or request assistance from Rasmussen personnel to access fair and respectful healthcare, mental health, counseling, and advocacy services that are available in the Complainant's or Respondent's area. A list of services can be found at:

<https://www.rasmussen.edu/student-life/title-ix/>.

Rasmussen shall notify the Complainant and the Respondent of their respective options to avoid contact with the other party and change, as appropriate, academic, professional, and extracurricular activities as well as their respective working situation. Rasmussen shall ensure that the Complainant and the Respondent are aware of (a) their respective Title IX rights, (b) available support services and resources, and (c) the right to report an alleged crime to local law enforcement. A non-exhaustive list of available assistance options is found at <https://www.rasmussen.edu/student-experience/title-ix/#navigation-university-authorities>.

*State-specific Information.* For Complainants located in Illinois, Rasmussen will make available confidential advisors to provide emergency and ongoing support to survivors of sexual violence. For Complainants located in Minnesota, if the Complainant subsequently chooses to transfer to another postsecondary institution after reporting a sexual assault to Rasmussen, the Complainant may, upon request, receive information from Rasmussen about resources for victims/survivors of sexual assault at the institution to which the victim/survivor is transferring; and, 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 Rasmussen, including if that student transfers to another postsecondary institution.

### **Supportive Measures**

Individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a Complainant or Respondent, not for punitive or disciplinary reasons, and without fee or charge to the Complainant or Respondent to: (1) Restore or preserve that party's access to Rasmussen's education program or activity, including measures that are designed to protect the safety of the parties or Rasmussen's educational environment; or (2) Provide support during Rasmussen's grievance procedures or during the informal resolution process. Supportive measures will be offered to both the Complainant and Respondent before a formal grievance is filed and throughout the grievance process. Supportive measures may include making available confidential advisors to provide emergency and ongoing support to survivors of sexual violence; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class or work locations, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment. Rasmussen must maintain as confidential any supportive measures provided to the Complainant or Respondent, to the extent that maintaining such confidentiality would not impair the ability of Rasmussen to provide supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

### **Victims'/Survivors' Rights and Options**

Victims/survivors have the following rights and options under this 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 the grievance 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. A victim/survivor is strongly encouraged to create a detailed written summary of the incident while the memory is still clear.
3. A victim/survivor has a right to privacy, which includes the decision whether to report or not report an alleged incident to Rasmussen, law enforcement, both, or neither. At the request of the

victim/survivor, Rasmussen employees will promptly assist the victim/survivor in making a report.

- a. Even if the victim/survivor declines to report an alleged incident to Rasmussen, the Title IX Coordinator may initiate an inquiry if the alleged conduct presents an imminent and serious threat to someone's health or safety or prevents Rasmussen from ensuring equal access based on sex to its education program or activity.
4. Rasmussen 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 directly, or may request assistance from Rasmussen personnel to access 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 grievance process and among Rasmussen personnel, to the extent allowed under law, but cannot be guaranteed in every circumstance.
  - a. Confidentiality and privacy are best protected when reports are made through the Online Reporting System or to the Title IX Coordinator. Incidents reported to Rasmussen employees will be escalated, but confidentiality and privacy may be lessened due to the circumstances of the reporting.
  - b. Rasmussen shall not disclose the identity of the victim/survivor or the Respondent, except as necessary to resolve the reported incident or to implement supportive measures and accommodations or when provided by State or federal law.
  - c. A party to the alleged conduct may share information with their advocate, or other support person who is not a fact witness.
  - d. The Respondent has due process rights, which include the right to be informed of the allegations and their source.
  - e. In some circumstances, Rasmussen may need to warn the campus community or alert law enforcement of a continued threat of harm to others.
7. The victim/survivor of an alleged sexual assault may decide when to repeat a description of the alleged sexual assault incident.
8. Notice shall be provided to the victim/survivor of the outcome of any inquiry or investigation concerning a report consistent with laws relating to data practices.
9. At the direction of law enforcement authorities, Rasmussen shall assist in obtaining, securing, and maintaining evidence in connection with a sexual assault incident.
10. Rasmussen shall assist the victim/survivor in preserving, in instances of alleged sexual assault, materials relevant to the grievance process, or any disciplinary proceeding.
11. Supportive measures:
  - a. A victim/survivor may request the Title IX Coordinator or a Rasmussen employee to implement supportive measures as are reasonably available to shield or otherwise mitigate the potential for future unwanted interactions between the victim/survivor and the Respondent during and after the grievance process and resolution.
  - b. Rasmussen shall act promptly to institute interim protective measures, which may include:
    - i. Changes to classroom, academic, and 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.
  - c. Rasmussen prohibits the implementation of any conditions or contingencies to receiving financial aid or supportive measures unless the victim/survivor signs a nondisclosure agreement.
12. Retaliation is forbidden against victims/survivors, good-faith reporters, and certain other persons as outlined in the Rasmussen Title IX Policy.

13. A victim/survivor may have a 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 support person must comply with all rules and Rasmussen policies regarding their role.
  - b. Involvement of a support person shall not be permitted if it results in undue delay of the meeting or proceeding.
  - c. The support person may not participate or contribute to a meeting or proceeding unless invited to participate or contribute by the Rasmussen employee leading the meeting or proceeding.
  - d. The support person may not engage in behavior or advocacy that harasses, abuses, or intimidates either party, a witness, or an individual resolving the alleged incident.
  - e. Rasmussen may prohibit a support person from being involved in meetings or procedures for violations of this policy.
14. The victim/survivor is entitled to simultaneous, written notification of the outcome of the investigation, including information regarding appeal rights, within seven (7) days of a decision or sooner if required by state or federal law.
15. A victim/survivor who subsequently chooses to transfer to another postsecondary institution may request that Rasmussen provide them with information about resources for victims/survivors at the institution to which the victim/survivor is transferring.
16. Consistent with laws governing access to student records, a victim/survivor will be provided access to their description of the incident as it was reported to Rasmussen, including if the victim/survivor transfers to another institution.

#### **Investigation Procedures and Protocols**

Rasmussen shall process all reports to determine whether the conduct involved a Rasmussen education program or activity, or the provision of aid, benefits, or services to Rasmussen students. Rasmussen also refers to this process as an "Inquiry." Upon initiating an investigation, Rasmussen shall notify all individuals who are believed to have documentary, electronic, or tangible evidence to preserve such evidence. Rasmussen may, in its sole discretion, conduct remotely any Title IX investigation, in whole or in part, using electronic and other remote means.

Rasmussen shall coordinate its Title IX investigation with any other ongoing Rasmussen or criminal investigation of the incident. If the fact-finding portion of Rasmussen's investigation is suspended due to the existence of a criminal investigation, it shall resume promptly once law enforcement officials have completed their evidence-gathering and have authorized Rasmussen to proceed with its investigation. At the direction of law enforcement authorities, Rasmussen may assist with obtaining, securing, and maintaining evidence in connection with a sexual assault incident.

#### **Dismissal of an Allegation/Grievance**

Rasmussen may dismiss a Title IX allegation of misconduct or grievance, if at any time during an inquiry or investigation:

- The alleged conduct does not meet the Title IX definition of sexual harassment;
- Rasmussen is unable to identify the Respondent after taking reasonable steps to do so;
- The Respondent is no longer participating in Rasmussen's education program or activity or is not employed by Rasmussen;
- The alleged conduct did not occur within Rasmussen's educational program or activity or outside of the United States;
- A complainant notifies the Title IX Coordinator in writing of their decision to withdraw the formal grievance. However, withdrawing the formal grievance does not necessarily mean that the complainant is retracting their allegations. The Title IX Coordinator will assess whether the alleged conduct presents an ongoing risk to the campus community and may determine that the grievance process should proceed despite the withdrawal. Factors such as the severity of the allegations, potential threats to others, and the institution's obligations under Title IX will be considered in making this determination; or
- Rasmussen determines, after reasonable efforts to clarify the allegation in the report, that the conduct alleged in the report, even if proven, would not constitute sex-based harassment.

Where Rasmussen has determined to dismiss a Title IX allegation/grievance, it will promptly notify the Complainant, provide the basis for the dismissal, and notify the Complainant that a dismissal may be appealed (as described below). If the dismissal occurs after the Respondent has been notified of the allegations, then Rasmussen will notify the Respondent of the dismissal and the basis for the dismissal promptly following notification to the Complainant, or simultaneously if notification is in writing. Upon dismissal, Rasmussen will offer supportive measures to the parties as appropriate.

**Informal Resolution Process**

After a formal grievance is filed, an informal resolution process may be offered. With mutual agreement from both parties, Rasmussen may facilitate an informal resolution process, except in cases involving sexual violence. The Title IX Coordinator may informally discuss possible remedies and sanctions with the Complainant and the Respondent separately to ascertain if a satisfactory informal resolution can be reached, only after the parties receive a full disclosure of the allegations and options for formal resolution. Rasmussen shall refrain from asking a Complainant to resolve problems directly with the Respondent. During the informal resolution process supportive measures may be made available.

Rasmussen may facilitate an informal resolution process that does not involve a full investigation and adjudication after providing written notice to the parties that discloses: the allegations; the requirements of the informal resolution process, including the circumstances under which it precludes the parties from resuming grievance procedures arising from the same allegations (provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the allegations); and any consequences resulting from participating in the informal resolution process, including notice that an informal resolution agreement is binding on only the parties, and the records that will be maintained or could be shared.

Parties must provide voluntary, written consent to participate in the informal resolution process and at any time may end the informal resolution process and begin the formal investigative process. If an informal resolution can be reached, the remedies and sanctions to which the parties agree shall be imposed. If a resolution cannot be reached, the Title IX Coordinator shall proceed with the investigation process.

Rasmussen will not offer or facilitate an informal resolution process to resolve allegations that an employee engaged in sex-based harassment against a student. Rasmussen also may decline to offer or facilitate an informal resolution process where Rasmussen determines that the alleged conduct would present a future risk of harm to others.

The trauma-informed facilitator for the informal resolution process will not be the same person as the Investigator or the Decisionmaker, will not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent; and will receive appropriate training.

**Formal Title IX Grievance**

Conduct that constitutes or may be construed as a Title IX violation is strictly prohibited. Any incident that meets the criteria of a Title IX Offense and for which the Complainant elects to file a formal grievance will be addressed through the Title IX Grievance Procedures, ensuring a prompt, fair, and impartial process in compliance with federal and state regulations. The formal grievance process will include a live hearing with cross-examination.

**Prohibition Against Retaliation**

Title IX prohibits retaliation, including peer retaliation, against an individual because the individual participated or refused to participate, in any manner, in Rasmussen's investigation. Rasmussen shall take steps to prevent retaliation and shall promptly investigate any alleged retaliation, including threats, intimidation, coercion, or discrimination. Rasmussen shall take appropriate steps to address any alleged retaliation.

**Amnesty for Good Faith Reporters**

To encourage reporting, Rasmussen may grant amnesty from disciplinary action for other policy violations, such as alcohol or drug use, disclosed in connection with a good faith report of sexual misconduct.

**Prevention, Education, and Training**

Rasmussen shall provide prevention and awareness educational programs to new and existing students and employees, including without limitation those employees who change positions in a manner altering their duties under Title IX. Training on this Policy and Rasmussen's Title IX obligations will be provided to students and employees. The training will include but is not limited to primary prevention and risk reduction strategies, consent education, and bystander intervention.

**Back Cover of Catalog (1/2/2025, 2/27/2025)**

*Add the following Orlando address after the Ocala, Florida location:*

Ocala Satellite Location

8541 Southpark Circle

Orlando FL 32819

689-610-7401