

PROGRAMS

Add program:

SCHOOL OF JUSTICE STUDIES

Human Services AS Degree

See page 15 of Addendum for more information.

SCHOOL OF BUSINESS

Business Administration BS Degree – Internet Marketing Specialization

See pages 19 and 20 of Addendum for more information.

Pg. 13 Pharmacy Technician AS Degree

Major and Core Courses should read:

CGS 1190C Computer Information Systems	3
COM 1007 Professional Communication	4
E150 Success Strategies	4
E242 Career Development	2
HSC 1531 Medical Terminology	4
HSC 2520 Pathology I	4
HSC 2521 Pathology II	4
HSC 2641 Medical Law and Ethics	4
MNA 1161 Customer Service	4
OST 1100C Keyboarding I	3
PHA 1500 Structure and Function of the Human Body	4
PTN 1002 Introduction to Pharmacy	4
PTN 1023 Pharmacology for the Allied Health Professional	4
PTN 2012 Unit Dose and Medication Preparation	3
PTN 2017 Pharmacy Math and Dosages	4
PTN 2044 Pharmacy Technician Capstone	2
PTN 2220 Pharmacy Software / Automation / Insurance Billing	3

Natural Sciences category should read:

Natural Sciences (Select 1 course)

AST 2002 Introduction to Astronomy	4
BSC 2020C Introduction to Human Biology	4
GLY 1000 Introduction to Geology	4

Add program:

SCHOOL OF BUSINESS

Business Administration BS Degree with Internet Marketing Specialization

GEB 1136 E-Commerce	4
GEB 4230 Website Development for Business	4
MAR 2678 Search Engine Marketing	4

MAR 3060 E-Marketing	4
MAR 3371 Marketing and Web Analytics	4
MAR 3681 Audience and Application	4
MAR 4133 Law and E-Commerce	4
MAR 4721 Advanced Search Engine Marketing Strategies	4
Total degree credits	181*

SCHOOL OF BUSINESS

Business Management AS Degree with Child Development Specialization

EEC 1202 Early Childhood Education Curriculum and Instruction	4
EEC 1700 Foundations of Child Development	4
EEC 1734 Health, Safety, and Nutrition	4
EEC 2217 Emerging Literacy Through Children’s Literature	4
EEC 2401 Dynamics of the Family	4
EEC 2500 Infant and Toddler Development	4
EEX 2010 The Exceptional Child	
Total degree credits	95*

Pg. 19 Early Childhood Education AS Degree

This program has been revised. See pages 16 and 17 of Addendum for information on the following specializations:

- Child and Family Studies Specialization**
- English Language Learner Specialization**
- Special Needs Specialization**

Pg. 21 Criminal Justice AAS Degree

A Psychology Specialization has been added to this program. See page 25 of Addendum for information on the following specialization:

Psychology Specialization

Pg. 28 Information Systems Management AS Degree

COP 1176, COP 2333, COP 2705C, and CTS 2811C should read:

COP 1176 Introduction to Visual Basic	3
COP 2333 Advanced Visual Basic	3
COP 2705C SQL Server Development	3
CTS 2811C SQL Server Administration	3

COURSE DESCRIPTIONS

Under “Florida’s Statewide Course Numbering System” section:

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. (Exceptions are listed below.)

For example, a freshman composition skills course is offered by 58 different 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, having the same prefix and course number without a lab indicator, which meets at a different time or place.

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

quarter-term system may not transfer the equivalent number of credits to institutions on semester-term systems. 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 sub-category 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 varying topics courses that must be evaluated individually, or applied 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.

- A. Courses not offered by the receiving institution.
- B. For courses at non-regionally accredited institutions, courses offered prior to the established transfer date of the course in question.
- C. Courses in the _900-999 series are not automatically transferable, and must be evaluated individually. These include such courses as Special Topics, Internships, Practica, Study Abroad, Thesis and Dissertations.
- D. College preparatory and vocational preparatory courses.
- E. Graduate courses.
- F. Internships, practica, clinical experiences and study abroad courses with numbers other than those ranging from 900-999.
- G. Applied courses in the performing arts (Art, Dance, Interior Design, Music, and Theatre) and skills courses in Criminal Justice are not guaranteed as transferable.

Courses at Nonregionally Accredited Institutions

The Statewide Course Numbering System 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 Statewide Course Numbering System and appeals regarding course credit transfer decisions should be directed to the Campus Director or 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 Statewide Course Numbering System office at (850) 245-0427 or via the internet at <http://scns.fldoe.org>.

REMOVE FROM “COURSE DESCRIPTIONS” SECTION:

EEC 1940 Observing and Promoting Development in

the Early Childhood Classroom (pg. 40)

EEC 1941 Creating a Learning Environment (pg. 40)

EEC 1942 Implementing Curriculum in the Early Childhood Classroom (pg. 40)

MAN 4350 Training and Development (pg. 43)

PTN 2041 Pharmacy Technician Practicum I (pg. 48)

PTN 2042 Pharmacy Technician Practicum II (pg. 48)

CHANGE “COURSE DESCRIPTIONS” SECTION TO READ:

B091 Grammar and Writing for English Language Learners (pg. 33)

Prerequisite should read:

Prerequisite: Placement determined by assessment score

B092 Academic Reading and Writing (pg. 33)

Prerequisite should read:

Prerequisite: Placement determined by assessment score

B093 Active Listening and Speaking (pg. 33)

Prerequisite should read:

Prerequisite: Placement determined by assessment score

BSC 2087C Human Anatomy and Physiology I (pg. 33)

Course description should read:

A study of the structure and function of the human body. A body system approach to learning will include the integumentary, skeletal, muscular, nervous, sensory, and endocrine systems. Students will complete laboratory exercises coordinated with course content and will include microscopic observation, experimentation, dissection activities and study of anatomical models.

CCJ 1000 Introduction to Criminal Justice (pg. 34)

Prerequisite should read:

Prerequisite: none

CJC 1327 Case Management (pg. 35)

Prerequisite should read:

Prerequisite: Introduction to Criminal Justice or Introduction to Human Services

CJC 2400 Counseling Clients (pg. 35)

Prerequisite should read:

Prerequisite: Introduction to Criminal Justice or
Introduction to Human Services

CJE 1009 Juvenile Justice (pg. 35)

Prerequisite should read:

Prerequisite: Introduction to Criminal Justice or
Introduction to Human Services

**CCJ 3701 Research Methods in Criminal Justice
(pg. 34)**

Prerequisite should read:

Prerequisite: Statistics in Criminal Justice

COP 1176 Introduction to Visual Basic 2005 (pg. 36)

Course title should read:

COP 1176 Introduction to Visual Basic

COP 2333 Visual Basic 2005 Advanced (pg. 37)

Course title and prerequisite should read:

COP 2333 Advanced Visual Basic

Prerequisite: Introduction to Visual Basic

COP 2705C SQL Server 2005 Development (pg. 37)

Course title and prerequisite should read:

COP 2705C SQL Server Development

Prerequisite: SQL Server Administration

CTS 2811C SQL Server 2005 Administration (pg. 38)

Course title should read:

CTS 2811C SQL Server Administration

ISM 2202C Business Intelligence Reporting (pg. 42)

Prerequisite should read:

Prerequisite: SQL Server Administration

NUR 1020C Fundamentals of Nursing (pg. 45)

Course description should read:

This course provides a foundation for the nursing program. It introduces the student to the history and practice of nursing, including the standards of nursing practice. The nursing process is introduced and used as an approach to nursing care with emphasis on assessment of basic human needs relating to oxygenation, nutrition, elimination, comfort and safety, security, and mobility. Critical thinking as embodied in the nursing process is emphasized and the concept of the nurse as provider of care, manager of care and member of the nursing profession is incorporated into the course content. Theoretical knowledge and principles are applied in the skills laboratory and clinical setting. Normal functional health patterns are explored in the context of the physical, biological and social sciences.

NUR 1144C Comprehensive Pharmacology (pg. 45)

Course description should read:

This course introduces the student to the basic pharmacologic concepts and principles related to the safe administration of therapeutic agents by nurses to clients of all ages. It is designed to facilitate the student's understanding of the mechanisms of drug actions and provide a safe approach to drug administration. Students learn major drug classifications and selected prototypes along with principles and techniques of safe, effective administration of drugs & other therapeutic agents, drug interactions, legal responsibilities and nursing considerations for specific drugs affecting all body systems. By the end of the course, students must apply computation skills to demonstrate administration of drugs without error in order to successfully pass the course and progress in the nursing program.

NUR 1211C Adult Health Nursing I (pg. 46)

Course description should read:

This is the first of three adult-health nursing courses. In this, course students continue to develop their role as a member of the profession of nursing as a provider of care to clients across the lifespan with uncomplicated medical surgical alterations in health. Pathophysiologic mechanisms of diseases are covered as well as assessment and nursing management with a special emphasis on the chronically ill client. The course curriculum includes concepts that are socially diverse, cultural, and ethnic in nature with regard to the care of clients across the lifespan. The role of the nurse as provider of care, communicator, manager, and member of a profession are expanded and provide the framework for clinical applications and evaluation. Theoretical knowledge and principles are applied in the skills laboratory and clinical setting.

NUR 2460C Maternal-Child Nursing (pg. 46)

Course description should read:

In this course the student continues to develop the role as a member of the profession of nursing as a provider of care to women, children and families in meeting their basic needs in a variety of settings. Emphasis is placed on knowledge and skills relating to the pediatric population and the childbearing family. The role of the nurse as a provider of care, communicator, teacher, manager, and member of a profession provide the framework for clinical application and evaluation in pediatric and childbearing settings.

NUR 2711C Adult Health Nursing II (pg. 46)Course description should read:

This is the second of three adult-health nursing courses. The focus of this course is on the care of adults with altered health status in acute care and psychiatric settings. In this course, students continue to develop their role as a member of the profession of nursing as a provider of care to clients with more complex medical-surgical alterations in health. Emphasis is placed on knowledge and skills relating to advanced adult health care in medical-surgical and psychiatric settings. The course curriculum includes concepts that are socially diverse, cultural, and ethnic in nature with regard to the care of clients across the lifespan. The role of the nurse as provider of care, communicator, teacher, manager, and member of a profession are expanded and provide the framework for clinical application and evaluation. Theoretical knowledge and principles are applied in the skills laboratory and clinical setting.

Prerequisite should read:

Prerequisites: Fundamentals of Nursing, Comprehensive Pharmacology, Adult Nursing I

NUR 2712C Adult Health Nursing III (pg. 46)Course description should read:

This is the third of three adult-health nursing courses. The focus of this course is on the care of adults with altered health status. This concentrated clinical course in an acute care setting promotes the student's transition from student to graduate with its emphasis on management of care and leadership, functional health patterns, professional behaviors, communication. Clinical decision making, caring interventions, teaching and learning, collaboration, and managing care activities in a broad in-depth application of the nursing process in the clinical management of group of patients. The course curriculum includes concepts that are socially diverse, cultural, and ethnic in nature with regard to the care of clients across the lifespan. The roles of the nurse as provider of care, communicator, teacher, manager, and member of a profession are expanded and provide the framework for clinical application and evaluation. Theoretical knowledge and principles are applied in the skills laboratory and clinical setting.

Prerequisite/Co-requisite should read:

Prerequisites: Fundamentals of Nursing, Comprehensive Pharmacology, Adult Nursing I, Maternal-Child Nursing, Adult Nursing II

Co-requisite: Nursing Role and Scope

NUR 2820 Nursing Role and Scope (pg. 46)Course description should read:

This course is designed to assist the graduating student in the transition to the role of the registered nurse. Client care management concepts and the legal, ethical, and professional responsibilities of the registered nurse are stressed.

PLA 1103 Introduction to Legal Research (pg. 46)Prerequisite should read:

Co-requisite: Introduction to Law and the Legal System

PLA 2732 Law Office Technology (pg. 47)Prerequisite should read:

Prerequisite: Introduction to Law and the Legal System

PRN 0120C Child Nursing (pg. 47)Course title should read:**PRN 0120C Maternal/Child Nursing****PTN 1023 Introduction to Pharmacology (pg. 48)**Should read:**PTN 1023 Pharmacology for the Allied Health Professional****40 hours, 4 credits**

Students in this course will learn the pharmacology concepts necessary for a variety of allied health programs. They will study drugs according to their therapeutic applications. They will examine pertinent physiology and related diseases before discussing the pharmacology of the drug. Students will also learn basic regulations that apply to drugs.

Prerequisites: 1) Medical Terminology and 2) Human Anatomy and Physiology I or Structure and Function of the Human Body

PTN 2012 Unit Dose/IV Lab (pg. 48)Course title should read:**PTN 2012 Unit Dose and Medication Preparation****STA 2021 Introduction to Statistics (pg. 48)**Course description should read:

The general education statistics course provides students with an opportunity to acquire a reasonable level of statistical literacy and thus expand their base for understanding a variety of work-related, societal, and personal problems and statistical approaches to solutions of these problems. The main objective of the course is the

development of statistical reasoning. Detailed techniques of statistical analysis and the mathematical development of statistical procedures are not emphasized.

Prerequisite should read:

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

ADD TO “COURSE DESCRIPTIONS” SECTION:

B390 Human Resource Information Systems

40 hours, 4 credits

This course examines the role of human resources information systems in today’s organizations and human resources 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: Computer Information Systems

EEC 1945 Early Childhood Education Externship

180 hours, 6 credits

Under externship supervision, the student will observe and implement developmentally appropriate practices while interacting with children and families.

Prerequisite: none

EEC 1946 Early Childhood Education Externship II

180 hours, 6 credits

Students continue their externship experience in an early childhood setting. The focus is on developmentally appropriate practices and leadership.

Prerequisite: Early Childhood Education Externship

EEC 1947 Early Childhood Externship III

180 hours, 6 credits

Students will complete their externship experience in an early childhood setting. The focus is on developmentally appropriate practices and leadership.

Prerequisite: Early Childhood Education Externship II

EEC 2213 Language and Literacy Acquisition

40 hours, 4 credits

Students will examine how infant, toddler, preschool, and school-aged English language learners acquire language and literacy. They will be exposed to early childhood programs that support children’s home languages, and explore how to create an environment that sustains English Language Learners.

Prerequisite: Early Childhood Education Externship III

EEC 2220 Curriculum and Instruction for English Language Learners

40 hours, 4 credits

Students will explore practical strategies in curriculum and instruction for English Language Learners. They will apply principles of developmentally appropriate practice in the context of educating dual language learners.

Prerequisite: Early Childhood Education Externship III

EEC 2225 Guiding Children’s Behavior

40 hours, 4 credits

Students will explore how to use guidance in the early childhood setting, with an emphasis on understanding why young children exhibit certain behaviors and how we can meet the child’s needs effectively and with support. Students will learn how to provide positive guidance to young children with challenging behavior.

Prerequisite: Early Childhood Education Externship III

EEC 2270 Introduction to English Language Learners

40 hours, 4 credits

Students will explore effective ways to adapt English language instruction to teach learners in our increasingly diverse population of young children and families. They will examine a range of communication styles, learning styles, and behaviors that affect English language teaching and learning. They will analyze the development of English language skills in all domains through social and cultural lenses.

Prerequisite: Early Childhood Education Externship III

EEC 2271 Curriculum and Instruction for Special Needs Children

40 hours, 4 credits

Students will explore how to adapt developmentally appropriate curriculum to support the development of children with special needs. They will learn strategies for effective partnering with other professionals and parents to ensure the achievement of developmental goals.

Prerequisite: Early Childhood Education Externship III

EEC 2272 The Inclusive Classroom

40 hours, 4 credits

Students will learn strategies for promoting and supporting

an inclusive classroom. They will analyze environmental restrictions and explore how to support young children with special needs in the early childhood setting.

Prerequisite: Early Childhood Education Externship III

EEC 2402 Family Resource Management
40 hours, 4 credits

Students will investigate how resources are assessed, allocated, and utilized within families. They will explore strategies for helping families manage resources through various problem-solving methods.

Prerequisite: Early Childhood Education Externship III

EEC 2403 Advocating for Special Needs Children
40 hours, 4 credits

Students will explore current trends, resources, and advocacy on behalf of young children with special needs. They will examine their role in supporting and advocating for young children with special needs and their families.

Prerequisite: Early Childhood Education Externship III

EEC 2404 Child and Family Advocacy
40 hours, 4 credits

Students will explore and develop skills to advocate for children and families. They will review legislation, social policy, and advocacy techniques. Students will also investigate several current and controversial issues within the early childhood profession, and explore current research on early childhood education issues.

Prerequisite: Early Childhood Education Externship III

EEC 2412 Involving Parents of English Language Learners
40 hours, 4 credits

Students will explore how to engage and support family involvement for English Language Learners. They will examine methods for maintaining effective communication and developing strong relationships with the families of English Language Learners.

Prerequisite: Early Childhood Education Externship III

EEC 2613 Observation and Assessment in Early Childhood Education
40 hours, 4 credits

Students will explore effective strategies for observation and assessment in early childhood education. They will understand the observation, assessment, and planning

cycle and its impact on promoting children's development.

Prerequisite: Early Childhood Education Externship III

EEC 2930 Early Childhood Education Capstone
20 hours, 2 credits

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

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

HUS 1001 Introduction to Human Services
40 hours, 4 credits

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

Prerequisite: none

HUS 1320 Introductory Strategies to Crisis Intervention
40 hours, 4 credits

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

Prerequisite: Introduction to Human Services

HUS 1551 Cultural Diversity in Human Services
40 hours, 4 credits

This course will examine diversity in many communities and the cross-cultural service delivery available in those

communities. Specific client populations will be explored, with an understanding of what cultural, physical, and mental diversity is and why it is important. Special attention will be paid to working with people of both mental and physical disabilities. Those disabilities include, but are not limited to, mental retardation, autism, and Asperger's Syndrome.

Prerequisite: Introduction to Human Services

HUS 2520 Abnormal Psychology

40 hours, 4 credits

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

Prerequisite: Introduction to Psychology

HUS 2540 Community Psychology

40 hours, 4 credits

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

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

Prerequisite: Introduction to Psychology

HUS 2712 Organization and Leadership in Human Services

40 hours, 4 credits

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

Prerequisite: Case Management, Counseling Clients

HUS 2940 Human Services Internship

260 hours, 9 credits

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

Prerequisite: Students must be in their last or second to last quarter before graduation.

MAR 2011 Principles of Marketing

40 hours, 4 credits

This course serves as an introduction to the marketing concept, integrating seven key marketing perspectives. Topics include consumer buying behavior, business-to-business markets and organizational buying behavior, market research techniques, fundamental pricing concepts, marketing channels and logistics, integrated marketing communications, and marketing's role in electronic commerce.

Prerequisite: none

ACADEMIC INFORMATION AND COLLEGE POLICIES

Add policy:**2+2 Matriculation**

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

Add policy:**Early Childhood Education AAS Degree and Business Management Bachelor's Degree with Child Development Specialization**

Students who have earned a Florida Child Care Professional Credential (FCCPC), formerly known as the CDA-Equivalent or who have earned a CDA, awarded by the National Council within the past three years, awarded by The Florida Department of Children and Families, and are enrolled in the Early Childhood Education Associate's degree or Business Management – Child Development Specialization Associate's degree may request a waiver from Foundations of Child Development; Curriculum and Instruction; and Health, Safety and Nutrition if they wish. The Academic Dean will review the student's credential, and if the criteria are met, will waive the course requirements and the grades will be posted on the student record as a "CW."

Pg. 49 Background ChecksFirst paragraph of policy should read

For some programs, Rasmussen College requires applicants to pass a background check before admission. Note that "passing" a criminal background check is determined by Rasmussen College, in its sole discretion. The background

check is designed to alert students to issues that may impair their ability to complete practicum activities or obtain employment upon graduation. The programs that require a background check for admission are the following:

- Health Information Technician AS
- Massage Therapy AS
- Medical Assisting AS/Diploma
- Medical Laboratory Technician AS
- Pharmacy Technician AS
- Early Childhood Education AS
- Criminal Justice BS/AS
- Paralegal AS/Certificate
- Nursing AS
- Practical Nursing Diploma

Pg. 49 College Acceptance or Rejection of Application AdmissionUnder "Background Checks:"

Delete "Health Information Technician AAS

Pg. 49 Applying to the Medical Laboratory Technician, Surgical Technologist, and School of Nursing ProgramsPolicy should read**Applying to the Medical Laboratory Technician Program**

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

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

Applicants who achieve the required Evolve A2 score will be contacted by the College to complete the following:

- Application
- Application fee
- Background screening
- Any additional program-specific requirements as specified at the time of enrollment. A Health physical will be required and must be completed within the 6 months prior to the internship/practicum.

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

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

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

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

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

Applying to the School of Nursing

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

Once applicants have achieved a sufficient STEP score, they will be scheduled for the Evolve A2 entrance exam. Applicants must pay a \$75 non-refundable testing fee (covering the exam, and the study guide to be issued to the student) at time of scheduling. Applicants will take the Evolve A2 at a Rasmussen College campus. To be considered for admission, applicants must achieve the following scores in the areas of Math, Vocabulary, Reading, and Grammar (Biology, Chemistry, Anatomy, and Physiology are not required and may be omitted):

- | | |
|--------------------------|----|
| • Practical Nursing (PN) | 70 |
| • Professional Nursing | 80 |

Applicants who achieve the required Evolve A2 score will be contacted by the College to complete the following:

- Application
- Application Fee
- Health Evaluation completed by a licensed physician or nurse practitioner. Evaluation must include immunization record.
- Proof of Hepatitis B vaccination or a current titer must be submitted before admission. If not yet administered, the series of Hepatitis B vaccinations (3) must be started before being accepted into the program and completed before the first day of clinical practice
- A TB exam or x-ray must be completed before the first day of clinical practice and annually thereafter
- High school diploma or attestation
- Official college transcripts
- A background evaluation will be performed prior to acceptance into the School of Nursing and possibly again before advancing to clinical practice

Applicants who wish to repeat the Evolve A2 to increase their score must submit a \$30 non-refundable re-test fee. Former Rasmussen College School of Nursing students who have not been enrolled for more than 12 months must successfully repeat the Evolve A2 to be deemed eligible for reenrollment. Current Rasmussen College students not enrolled in the School of Nursing but wishing to apply must follow the Rasmussen College School of Nursing admissions process.

Once the applicant file is complete, the College will schedule an interview between the applicant, the Dean of Nursing, and the Financial Aid and Admissions departments.

Students accepted into the School of Nursing will receive a letter from the College via registered mail. Accepted nursing

applicants must attend all orientations scheduled by the School of Nursing and the College. Failure to attend will result in dismissal from the School of Nursing.

Applicants not accepted can reapply the following quarter but must make certain that all date-sensitive documents listed above are current and complete.

Pg. 50 Developmental Education

Third paragraph should read:

B097 Foundations of English I is not offered online. Students who place at the level of Foundations of English I after taking the placement examination are not eligible to enroll in online classes or online programs until the successful completion of B097.

Pg. 50 Grading System

Under “Point Scale”:

“WX” grade should read “Foundations Withdrawal”

Pg. 50 Grading System

Under “Lab-Intensive Allied Health Programs Grade Scale,” make the following changes:

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

Pg. 50 Foundations Course Grading Scale

Foundations of Math Grading should read:

SX	60% or more
UX	Below 60%

Pg. 51 Incomplete Grade Policy

First line of first paragraph:

“I/In” should read “I/IN”

Pg. 51 Incomplete Policy for Practicums

Delete this entire section.

Pg. 51 Credit by Examination

Second paragraph should read:

Program-specific Massage Therapy, Medical Laboratory Technician, and Nursing courses, and 2000-level Pharmacy Technician courses are not available for credit by examination. In addition, the Healthcare Information Technologies, Pharmacy Software/Automation/Insurance Billing, and Introduction to Human Biology courses are not available for credit by examination.

Pg. 51 Course Waivers

Second paragraph should read:

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

Pg. 52 Transfer Credit Policy

8g should read:

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

Pg. 53 School of Business Mission Statement

Add the following paragraph before “Graduation Requirements” paragraph:

The Rasmussen School of Business prepares students for an ever-changing business environment. This goal is accomplished by offering market-focused skills and leading-edge programs that address the global marketplace. We

measure our success by the academic performance, commitment to life-long learning, and professional contributions of our graduates. Graduates of the School of Business will be active contributors and leaders in their chosen fields and diverse communities.

Pg. 53 Transcripts

Policy should read:

Official transcripts of credits will be given to students when all tuition obligations have been met.

A fee of \$5.00 is charged for each official transcript. This fee is charged to all students requesting an academic transcript with exception of graduates and completers.

The institution reserves the right to withhold official academic transcripts from students under certain circumstances such as having an outstanding financial obligation to the College.

Pg. 53 Attendance

Add a fourth paragraph that says:

Practicums/Externships in Allied Health programs have attendance expectations that differ from the attendance policy above. These attendance policies can be found in the program-specific manuals/handbooks.

Pg. 53 Academic Misconduct Policy

Fourth paragraph should read:

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

Pg. 53 Early Honors Program | Terms and Conditions (May 2010)

New policy should read:

Students must meet the following criteria and expectations to participate in the Early Honors Program at Rasmussen College:

- Students must complete an Early Honors Program Application, which includes a high school attestation indicating expected graduation date. Early Honors students are not required to submit an application fee.
- Students must have prior approval from a parent/guardian to be admitted into the program (requires a signed Early Honors Parent/Guardian Approval Form).
- Students must submit a signed Early Honors High School Approval Form.
- Students are required to be a junior or senior, and have a minimum cumulative high school grade point average of 2.25 (out of a possible 4.00). Such GPA must be validated by the High School Counselor or Administrator on the Early Honors High School Approval Form.
- The Early Honors Program Application deadline is four weeks prior to the start of the intended quarter of enrollment.
- A maximum of 20 Early Honors students will be accepted per quarter, per campus.
- To continue enrollment in the Early Honors Program, students must maintain a minimum Rasmussen College cumulative grade point average of 2.00 (out of a possible 4.00).
- Students must score at least a 25 on the writing portion of the Rasmussen College STEP assessment to be accepted and admitted into the Early Honors Program.
- Juniors or seniors may take up to 4 credits per quarter without a tuition charge. The student must meet with the DOA and Dean of Student Learning before being accepted to ensure the student meets all criteria and requirements, and to approve the schedule. After receiving a grade of B or higher in his/her first class, the student can request a second class for the second quarter. *A maximum of 24 credits per student can be taken in the Early Honors Program.*

- Applicants will be accepted on a space available basis for each course selected.
- Early Honors students must meet *all course prerequisites* as listed in the catalog. Nursing courses designated with a “PN”, “PRN” or “NUR” are not available to Early Honors students.
- Students must cover the cost of textbooks and supplies for each course. Most technology courses require access to specialized hardware and software, which are available to students at all Rasmussen campuses. Early Honors students electing to complete courses online will need to secure access to required hardware and software. The college will provide specific information on each course, including textbook prices and technology requirements.
- Students will receive college credit toward a Bachelor’s or Associate’s Degree at Rasmussen College for all successfully completed courses. Students who elect to pursue their education at another academic institution will be issued a transcript from Rasmussen College. These credits may be transferable at the discretion of the receiving institution.
- Students will receive high school dual enrollment credit for successfully completed Early Honors courses at the discretion of the student’s high school. Approval for dual enrollment credit must be confirmed on the High School Approval Form.
- Students may apply to a full program of study by completing an Application for Admission and submitting an application fee.

Pg. 59 **Accreditation**Statement on Health Information Technician accreditation should read:

The Health Information Technician Associate Degree Program offered at the Brooklyn Park, Eagan, Eden Prairie, Lake Elmo/Woodbury, Mankato and St. Cloud Campuses in Minnesota – the Rockford Campus in Illinois – and the Green Bay Campus in Wisconsin – is accredited by the

Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

The Health Information Technician Associate’s degree offered at the Aurora Campus is in Candidacy Status for accreditation by the Commission on Health Informatics and Information Management Education (CAHIIM).

- Commission on Accreditation for Health Informatics and Information Management Education
233 N. Michigan Ave., 21st Floor
Chicago, IL 60601-5800
(312) 233-1100

Statement on Medical Assisting accreditation should read:

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

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

Statement on Surgical Technologist accreditation should read:

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

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

Pg. 59 **Registration**Phone number for Minnesota Office of Higher Education should read:

(651) 642-0533

Back coverRomeoville/Joliet campus address and phone number should read:

Romeoville/Joliet Campus

1400 West Normantown Road
Romeoville, IL 60446
815-306-2600

Tampa/Brandon Campus

Highland Oaks IV
4042 Park Oaks Blvd.
4th Floor
Tampa, FL 33610

Back cover

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

Blaine Campus

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

Back cover

Add the following campus locations:

COLLEGE FACULTY AND STAFF

ACADEMIC ADMINISTRATION (pg. 60)Remove:

Tara McIlmoil Fort Myers

Add:

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

CAMPUS ADMINISTRATION (pg. 60)Add:

Kim Myers Fort Myers

Director of Campus Operations
B.S., Indiana University/Purdue University

Chad Major Pasco County

Director of Campus Operations
B.A., University of Texas

Lynne Croteau Online

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

Nichelle Gauger Online

Director of Campus Operations
B.A., University of Iowa

Dena Tuschen Online

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

The following individuals should read:

Brooks Doherty Brooklyn Park

Dean of Faculty
*M.A., University College London
 B.A., University of Minnesota*

Tracy Tepley Eden Prairie

Dean of Faculty
M.S., B.S., North Dakota State University

Jon P. Peterson Online

Campus Director (Minnesota)
B.S., University of St. Thomas

Seth Grimes Online

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

SCHOOL OF ALLIED HEALTH (pg. 61)Remove:

Christine Mills Ocala
 Irene Torres Pasco County
 Michael Werner Pasco County

Add:

Keith Bostaph Ocala

*D.C., Life University
 B.A., University of South Florida*

Karen Guty Ocala

*M.S.N., Duquesne University
 B.S.N., Pennsylvania State University*

Matthew Murray, PTCB Ocala

B.S., University of Florida

Denise Bruno Pasco County

*M.A., University of Akron
 B.A., Baldwin Wallace College*

Alexandra Collazos Pasco County

M.S., B.S., University of South Florida

Dawn Laverty Pasco County

*M.A., University of Akron
 B.A., Baldwin Wallace College*

Rebecca Scutro, RHIA Pasco County

Health Information Technician Program Coordinator
*B.S., University of Central Florida
 A.A., St. Petersburg Junior College*

The following individuals should read:

Lorrie Laurin, MT (ASCP) Twin Cities

Director, School of Allied Health
B.A., Carthage College

Tammy Renner, MS, MT (ASCP) Twin Cities

Medical Laboratory Technician Program Director
*M.S., University of North Dakota
 B.S., Minot State University*

SCHOOL OF BUSINESS (pg. 61)Remove:

Spyridon Patton Ocala
 Melanie Stevens Ocala
 David Aldrich Pasco County

Add:

Richard V. Perrone Ocala

Business Program Coordinator
*Ph.D., Capella University
 M.A., University of Oklahoma
 B.S., Regis University
 B.A., Saint Leo University*

Kristy Croom Pasco County
M.S., B.S., University of Kansas

David Curtiss Pasco County
M.A., B.S., University of South Florida
B.A., State University of New York

SCHOOL OF EDUCATION (this will be a new listing)

Add:

Bonnie Light Ocala
 Early Childhood Education Program Coordinator
M.Ed., Auburn University
B.A., Troy State University

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

SCHOOL OF JUSTICE STUDIES (pg. 62)

Remove:

Jason Douglas Ocala
 Theresa King Ocala

Add:

Scott Patch Ocala
M.S., B.S., Saint Leo University

Darius Williams Ocala
 Justice Studies Program Coordinator
M.S., Tiffin University
B.A., A.A., Shannee State University

Clifford Williams Pasco County
M.A., University of South Florida
B.S., Ball State University
A.S., Vincennes University

The following individuals should read:

Katharine Hatch Online
J.D., University of Minnesota
B.A., Mount Holyoke College

SCHOOL OF NURSING (pg. 62)

Remove:

Barbara Southworth-Fisher Ocala
 Summer Martin Ocala
 Donna Wilson Ocala
 Martha Hayton Pasco County
 Irene Torres Pasco County

Add:

Robin Jonas, Dean of Nursing Ocala
M.S.N., University of Phoenix

B.S.N., University of Central Florida
A.S.N., Valencia Community College
A.A., St. Johns River Junior College

Leila McKinney, Dean of Nursing Pasco County
M.S.N., University of South Florida
B.S., St. Petersburg College

Darlene Curtis Pasco County
M.S.N., University of South Florida
B.S., McKendree College

Karen Vaughn-Kerns Pasco County
M.S., Philadelphia University
B.S., University of South Florida
A.S., St. Petersburg Junior College

SCHOOL OF TECHNOLOGY AND DESIGN (pg. 62)

Remove:

Peter Bonk Pasco County
 Clayton Preisinger Pasco County

Add:

Otto Lecuona Ocala
M.I.S., University of Phoenix
B.S., Florida Atlantic University

Shaun Vendryes Ocala
M.M., Florida Intonation University
B.A., University of Central Florida

Jose Hernandez Pasco County
 CISA, CISM, ISACA, ISSA
B.S., University of Missouri

Anthony Sims Pasco County
B.F.A., Art Institute of Tampa
Certificate, Montgomery College

The following individuals should read:

Dexter Fraser Pasco County
M.S., Barry University
B.S., American Intercontinental University

GENERAL EDUCATION AND DEVELOPMENTAL EDUCATION (pg. 62)

Remove:

Samuel Pruitt Ocala
 Spyridon Patton Ocala – Pasco County
 Yolanda Franklin Pasco County

Add:

Suzann Martinsen Ocala
M.F.A., B.F.A., University of Central Florida

Charles Scott Ocala
M.S., Georgia State University

B.S., Columbus State University
Kristine Urban Ocala
M.Ed., B.S., University of Florida
Sally DePriest Pasco County
M.A., University of Texas
B.A., Randolph Macon College

Narine Sargasyan Pasco County
M.S., State Engineering University of Armenia

The following individuals should read:

Jerry Lee Pasco County
J.D., University of Toledo
M.A., B.S., Bowling Green State University

LIBRARY AND LEARNING CENTER (pg. 63)

Add:

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

ADMINISTRATIVE SUPPORT (pg. 63)

Remove:

Tina Turney Pasco County

Add:

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

Juliane Arnold Online
 Administrative Assistant
A.A., Daytona Beach Community College

Linda Hoffman Online
 Administrative Assistant
A.A., Normandale Community College

Kim Hymes, Administrative Assistant Online

Joanne M. Larson Online
 Administrative Assistant

Lydia Reed, Administrative Assistant Online
B.B.A., Viterbo University

Rachel Ruch, Registrar Online
B.A., Dickinson College

Crystal Arnold Pasco County
 Administrative Assistant

The following individuals should read:

Patricia Roche Fort Myers
 Schedule Coordinator
A.A., Edison State College

Sara Tabor Fort Myers
 Administrative Assistant
A.A., Edison State College

STUDENT FINANCIAL SERVICES (pg. 63)

Add:

Charmaine Merritt Twin Cities
 Bench Director of Student Financial Services
B.A., Metropolitan State University

Iman Johnson Ocala
 Financial Planning Coordinator
B.S., University of Maryland

Edward Ray, Jr. Ocala
 Financial Planning Coordinator
B.S., University of Florida

Jamie Lyn Barton Pasco County
 Financial Planning Coordinator
B.S., Ball State University

Sandra Massie Pasco County
 Financial Planning Coordinator
A.S., Rasmussen College

The following individuals should read:

Kenya Simmons-McNally Ocala
A.S., Plaza College

Ruth Mejias Pasco County
 Financial Aid Officer
B.S., Rasmussen College
A.S., Webster College

Lucy Sanchez Pasco County
 Student Accounts Manager
B.S., A.S., Webster College

Oana Zayic, Financial Aid Officer Online
Ph.D., M.A., Lucian Blaga University
B.A., Vasile Goldis Western University

ADMISSIONS (pg. 63)

Add:

Stephen Brown Twin Cities
 National Director of Corporate Development
B.S., University of Dayton

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

Kenneth Swedberg Fort Myers
 Director of Admissions
B.A., State University of New York – Stony Brook

Kevin Roberts, Director of Admissions Online
B.S., University of South Dakota

The following individuals should read:

Miguel Ramos, Director of Admissions Ocala

M.B.A., Touro University

B.S., Excelsior College

STUDENT SERVICES (this will be a new listing)

Add:

Stella Coker Online

Online Bookstore Manager

A.A.S., Rasmussen College

Chris Camolilla Online

Student Services Coordinator

B.A., Salisbury University

Jeff Laing, Academic Advisor Online

A.S., Full Sail Real World Education

HUMAN SERVICES AS DEGREE

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

CAREER OPPORTUNITIES

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

OBJECTIVE

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

FOUNDATION COURSES

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

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

MAJOR AND CORE COURSES

CGS 1190C	Computer Information Systems	3
CJC 1327	Case Management	4
CJC 2400	Counseling Clients	4
CJE 1009	Juvenile Justice	4
E150	Success Strategies	4
E242	Career Development	2
HUS 1001	Introduction to Human Services	4
HUS 1320	Introductory Strategies to Crisis Intervention	4
HUS 1551	Cultural Diversity in Human Services	4
HUS 2520	Abnormal Psychology	4
HUS 2540	Community Psychology	4
HUS 2712	Organization and Leadership in Human Services	4
HUS 2940	Human Services Internship	9
MNA 1161	Customer Service	4
	Total Degree Credits	90*

GENERAL EDUCATION COURSES

English Composition (Required course)

ENC 1101	English Composition	4
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Communication (Select 1 course)

COM 1002	Communication	4
SPC 2606	Speech	4
SPN 271	Conversational Spanish	4

Humanities (Select 2 courses)

CRW 2001	Creative Writing	4
ENC 2102	Writing About Literature	4
HUM 2023	Humanities	4
HUM 2406	Introduction to Film	4
LIT 2000	Introduction to Literature	4
PHI 2671	Ethics	4

Math (Select 1 course)

MAT 1030	College Algebra	4
STA 2021	Introduction to Statistics	4

Natural Sciences (Select 1 course)

AST 2002	Introduction to Astronomy	4
BSC 2020C	Introduction to Human Biology	4
GLY 1000	Introduction to Geology	4
PHA 1500	Structure and Function of the Human Body	4

Social Sciences (2 required courses)

PSY 1010	Introduction to Psychology	4
SYG 1000	Introduction to Sociology	4

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

EARLY CHILDHOOD EDUCATION AS DEGREE

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

CAREER OPPORTUNITIES

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

OBJECTIVE

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

FOUNDATION COURSES

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

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

MAJOR AND CORE COURSES

CGS 1190C	Computer Information Systems	3
E150	Success Strategies	4
E242	Career Development	2
EEC 1202	Early Childhood Education Curriculum and Instruction	4
EEC 1700	Foundations of Child Development	4
EEC 1734	Health, Safety, and Nutrition	4
EEC 1940	Early Childhood Education Externship	6
EEC 1941	Early Childhood Education Externship II	6
EEC 1942	Early Childhood Education Externship III	6
EEC 2613	Observation and Assessment in Early Childhood Education	4
EEC 2930	Early Childhood Education Capstone	2

**Credit totals do not include Foundations courses. These courses may be required of some students based upon placement examinations.*

***Introduction to Sociology is required for the Child and Family Studies Specialization. Students in this specialization must still complete two additional courses from the Social Sciences area.*

GENERAL EDUCATION COURSES

English Composition (required course)

ENC 1101	English Composition	4
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Communication (select 1 course)

COM 1002	Introduction to Communication	4
SPC 2606	Speech	4
SPN 271	Conversational Spanish	4

Humanities (select 2 courses)

CRW 2001	Creative Writing	4
ENC 2102	Writing About Literature	4
HUM 2023	Humanities	4
HUM 2406	Introduction to Film	4
LIT 2000	Introduction to Literature	4
PHI 2671	Ethics	4

Math (select 1 course)

MAT 1030	College Algebra	4
STA 2021	Introduction to Statistics	4

Natural Sciences (select 1 course)

AST 2002	Introduction to Astronomy	4
BSC 2020C	Introduction to Human Biology	4
GLY 1000	Introduction to Geology	4
PHA 1500	Structure and Function of the Human Body	4

Social Sciences (Select 2 courses**)

AMH 2070	Florida History	4
AMH 2360	History of the United States in the World	4
CAF 271	Current Affairs	4
ECO 1000	Principles of Economics	4
ECO 2013	Macroeconomics	4
ECO 2023	Microeconomics	4
GEA 1000	World Geography	4
POS 2041	Contemporary U.S. Government	4
PSY 1010	Introduction to Psychology	4
SYG 1000	Introduction to Sociology**	4

CHILD AND FAMILY STUDIES SPECIALIZATION

EEC 2225	Guiding Children's Behavior	4
EEC 2402	Family Resource Management	4
EEC 2404	Child and Family Advocacy	4
SYG 1000	Introduction to Sociology**	4
	Total Degree Credits	93*

ENGLISH LANGUAGE LEARNER SPECIALIZATION

EEC 2213	Language and Literacy Acquisition	4
EEC 2220	Curriculum and Instruction for English Language Learners	4
EEC 2270	Introduction to English Language Learners	4
EEC 2412	Involving Parents of English Language Learners	4
	Total Degree Credits	93*

SPECIAL NEEDS SPECIALIZATION

EEC 2271	Curriculum and Instruction for Special Needs Children	4
EEC 2272	The Inclusive Classroom	4
EEC 2403	Advocating for Special Needs Children	4
EEX 2010	The Exceptional Child	4
	Total Degree Credits	93*

BUSINESS ADMINISTRATION BS DEGREE

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

CAREER OPPORTUNITIES

- Sales Worker Supervisor
- Internet Marketing Manager
- Operations Manager
- Human Resource Manager
- E-Retail Manager
- Marketing Manager
- Director

OBJECTIVE

Graduates of this program know concepts in management, human resources, marketing, and business law and ethics. They understand accounting, and advanced management theories and techniques in a variety of fields. They can apply, analyze, synthesize, and evaluate facts and theories; locate, evaluate, and integrate appropriate primary and secondary sources; integrate their ideas with the ideas of other 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. They value critical thinking, communication, diverse perspectives, technology and information literacy, leadership, integrity, and lifelong learning.

FOUNDATIONS COURSES

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

Students must either demonstrate mastery of the subject matter in Foundation Courses through a STEP placement exam or by successful completion of Foundation Courses.

GENERAL EDUCATION COURSES

Lower Division (32 credits)

ENC 1101	English Composition	4
1	Communication elective	4
2	Humanities electives	8
1	Math elective	4
1	Natural Sciences elective	4
2	Social Sciences electives**	8

Upper Division (24 credits)

1	Communication elective	4
1	Humanities elective	4
1	Math/Natural Sciences elective	4
1	Social Sciences elective	4
2	Upper-Division General Education electives	8

***Macroeconomics and Microeconomics are not available as lower-division Social Sciences general education electives for this program.*

MAJOR AND CORE COURSES

Lower Division (61 credits)

ACG 1000	Accounting I	4
ACG 1015	Accounting II	4
ADV 2000	Principles of Advertising	4
BUL 2241	Business Law	4
CGS 1190C	Computer Information Systems	3
COM 1007	Professional Communication	4
CTS 2406C	Access	3
CTS 2511	Excel	3
E150	Success Strategies	4
E242	Career Development	2
ECO 2013	Macroeconomics	4
ECO 2023	Microeconomics	4
GEB 1011	Introduction to Business	4
MAN 2021	Principles of Management	4
MAR 2011	Principles of Marketing	4
OST 1100C	Keyboarding I	3
OST 1764C	Word for Windows	3

Upper Division (24 credits)

ACG 3073	Managerial Accounting	4
MAN 4061	Business, Society, and Ethics	4
MAN 4143	Contemporary Leadership Challenges	4
MAN 4402	Labor and Employment Law	4
MAN 4441	Negotiation and Conflict Management	4
PUR 3008	Public Relations	4

Select two electives (8 credits) from the following:

ECO 4223	Money and Banking	4
ECO 4224	Money and Banking II	4
MAN 4602	International Business	4
MAR 3400	Professional Selling	4
RMI 3011	Insurance	4

(CONTINUED)

MANAGEMENT SPECIALIZATION

Select 20 credits from the following:

ECO 4224	Money and Banking II	4
MAN 4240	Organizational Behavior Analysis	4
MAN 4301	Human Resource Management	4
MAN 4320	Human Resource Recruitment And Selection	4
MAN 4350	Training and Development	4
MAN 4720	Strategic Management	4
MAN 4802	Small Business Management	4
MAN 4820	Small Business Management II	4
	<i>Unrestricted electives</i>	12
	Total degree credits	181*

HUMAN RESOURCES SPECIALIZATION

Select 20 credits from the following:

MAN 4240	Organizational Behavior Analysis	4
MAN 4301	Human Resource Management	4
MAN 4320	Human Resource Recruitment And Selection	4
MAN 4330	Compensation Administration	4
MAN 4350	Training and Development	4
MAN 4401	Labor Relations Management	4
	<i>Unrestricted electives</i>	12
	Total degree credits	181*

INFORMATION TECHNOLOGY SPECIALIZATION

Select 16 credits from the following:

CIS 4383C	Computer Forensics	3
CIS 4384C	Network Security and Cryptography	3
COP 3502	Introduction to Computer Science Concepts	3
COP 4555	Programming Languages Principles	3
ISM 3005	MIS Techniques	3
ISM 3015	Management of Information Systems	4
ISM 3314	Information Technology Project Management	4
ISM 4212C	Database Management and Administration	4
	<i>Information Technology elective</i>	3
	<i>Unrestricted electives</i>	12
	Total degree credits	180-183*

INTERNET MARKETING SPECIALIZATION

GEB 1136	E-Commerce	4
GEB 4230	Website Development for Business	4
MAR 2678	Search Engine Marketing	4
MAR 3060	E-Marketing	4
MAR 3371	Marketing and Web Analytics	4
MAR 3681	Audience and Application	4
MAR 4133	Law and E-Commerce	4
MAR 4721	Advanced Search Engine Marketing Strategies	4
	Total degree credits	181*

CRIMINAL JUSTICE AAS DEGREE

PSYCHOLOGY SPECIALIZATION

HUS 2540	Community Psychology	4
CCJ 2000	Social Psychology	4
HUS 2520	Abnormal Psychology	4

Total Degree Credits 93*

This degree program is also offered online.