

analytical processing). In addition there will be hands-on instruction using software tools designed to build and utilize data warehouses.

ISM 3314

Project Management for Information Management Professionals (3 Credits - 3 Hours)

Prerequisite or corequisite: GEB 3213. This course, utilizing case studies and Microsoft Office Project applications, is designed to prepare students to utilize project management concepts and techniques for use in the business environment. The course will utilize project management software using Microsoft Office Project. Students should have computer literacy with Windows operation system.

ISM 4011

Information Systems Management

(3 Credits - 3 Hours)

Prerequisite or corequisite: GEB 3213. This is a course designed to prepare students in the use of information technology in the business environment. Emphasis is placed on relationships of management information systems and data processing to managerial decision-making in modern organizations. Software applications will be used for data collection and analysis in real-world making and problem solving.

ISM 4220

Networking Technology for Information Management Professionals (3 Credits - 3 Hours)

Prerequisite or corequisite: GEB 3213. Prerequisite: CET 1600C (Networking Fundamentals) or CNT 2500 (Network/Data Communications) with a grade of "C" or higher. This course provides the student with an understanding of the various networking technologies as they relate to managing the business environment. Students will learn the technical issues involved in data communications, communication protocols, transmission standards and media access control methods, along with the human aspects of its management.

ISM 4900

Capstone-Management Information Systems

(3 Credits - 3 Hours)

Prerequisite or corequisite: GEB 3213. Prerequisites: Graduation application submitted and approval of the dean. This course focuses on the integration of knowledge, skills and abilities learned in the Management Information Systems concentration in the program through a capstone project.

MAN 3240

Organizational Behavior

(3 Credits - 3 Hours)

Prerequisite or corequisite: GEB 3213. This course is a study of individual and group behavior in organizations. Students will develop an understanding of how organizations can be managed more effectively. Course content includes motivation, group dynamics, conflict resolution, goal setting and rewards, job design, work stress, power/politics, and organizational change and development.

MAN 3353

Management Theory and Practices

(3 Credits - 3 Hours)

Prerequisite or corequisite: GEB 3213. This course examines management theory, relevant applications and cases, self-management, teamwork, global awareness, and communication for the development of management competencies.

MAN 4120

Leadership and Group Dynamics

(3 Credits - 3 Hours)

Prerequisite or corequisite: GEB 3213. Discussion and application of leadership theories including skill formation to develop leadership abilities. Team building skills are emphasized to enhance leadership effectiveness. Students learn the importance of visioning in their organizations.

MAN 4162

Customer Relations for Managers

(3 Credits - 3 Hours)

Prerequisite or corequisite: GEB 3213. This course examines relationship building for all customers of an organization. The impact of culture and diversity on business relationships, successful negotiation strategies, and promotion of the organization through media relations are discussed.

MAN 4301

Human Resource Management

(3 Credits - 3 Hours)

Prerequisite or corequisite: GEB 3213. This course is a study of the functions of human resource management including recruitment, selection, benefits and compensation, performance evaluation, development of employees, and formulation of human resource procedures. The strategic role of human resources and current issues will be discussed.

MAN 4504

Operational Decision Making

(3 Credits - 3 Hours)

Prerequisite or corequisite: GEB 3213. This course focuses on operational decision-making management techniques to improve the process and productivity in organizations. Discussion of quality and outcomes, efficiency, forecasting, work-flow processes, inventory control, design of goods and services, waiting lines and critical path. Managing a project from beginning to end, including how to identify needs and define, assign and track items, is addressed.

MAN 4900

Capstone – Supervision and Management

(3 Credits - 3 Hours)

Prerequisite or corequisite: GEB 3213. Prerequisites: Senior standing or permission of the Dean. This course focuses on the integration of knowledge, skills and abilities learned in the program through a capstone project.

PAD 3223

Public Sector Budgeting

(3 Credits - 3 Hours)

Prerequisite or corequisite: GEB 3213. This course examines the theory and practice of various approaches to budgeting, including line-item, performance, PPBS budgeting. Special emphasis is placed on the role of the budget in shaping the program, performance and policy direction of public organizations. In addition, the analytical skills and administrative techniques employed by public budget analysis will be examined, focusing on the process of generating and using information.

PAD 4232

Grant Administration and Resource Development

(3 Credits - 3 Hours)

Prerequisite or corequisite: GEB 3213. This course will explore and analyze the proposal-writing role in the resource development process. The student will be introduced to several concepts including researching alternative resources and funding opportunities, proposal writing, implementing and managing grants, developing community partnerships and collaborations, and becoming knowledgeable in policies and procedures related to public entities.

BACHELOR OF SCIENCE IN EARLY CHILDHOOD EDUCATION

NOTE: Students enrolling in the Bachelor of Science in Early Childhood Education must be cleared by a school board background check before the end of the add-drop period prior to entering the first course. Field exposure in school settings from K-3rd grade provides students enrolled in this program with the understanding of the expectations and responsibilities of public school teachers in a K-3rd grade setting. Courses assigned which require field experience/observation hours are noted in the course description. Students will be assigned to a classroom setting designated by the Office of Teacher Education in the district of their choice within the college's service area. The



field experience is completed outside of the scheduled class meeting time.

EDF 3214
Human Development & Learning

(3 Credits - 3 Hours)

This course covers the various stages of human development, learning theories, and the application to teaching/learning situations. Identification and analysis of students' academic, physical, cognitive, emotional, motivational, and social development is emphasized with a focus on the interaction between the role of the teacher and the needs and learning styles of his or her students.

EDF 3430
Measurement, Evaluation, & Assessment in Education

(2 Credits - 2 Hours)

This course explores the basic concepts of educational measurement, instructional objectives, and student assessment techniques. Teacher candidates will learn how to strengthen the learning process through classroom assessment techniques, the interpretation of standardized tests, and evaluation of student progress using measurement results.

EDF 3604
Social and Historical Foundations of Education

(3 Credits - 3 Hours)

This course is for Recertification/Certification purposes. Students must submit a copy of their Temporary/Professional Teaching Certificate or valid Statement of Eligibility. Please contact the Teacher Education Department before registering for this course at 386-312-4242. A historical study of the educative effects of our social foundation, the social values and issues involved in appraising these effects, and the resulting social demands upon the schools.

EDF 4444
Assessment of Learning and Behavior

(3 Credits - 3 Hours)

This course is for Recertification/Certification purposes. Students must submit a copy of their Temporary/Professional Teaching Certificate or valid Statement of Eligibility. Please contact the Teacher Education Department before registering for this course at 386-312-4242. This course is designed to help teachers develop high quality assessment instruments for use in the classroom. Teachers will attain a knowledge of planning for assessment, testing validity and reliability, as well as distinguish the difference between norm referenced and criterion-referenced testing. Students will also learn to interpret student assessment data to identify gaps in student learning and measure student learning gains. The course will assist teachers in gaining the concepts and skills related to planning, development, administering, and interpreting assessments.

EDF 4490
Research in Educational Studies

(4 Credits - 4 Hours)

Prerequisite: Admission to the Educational Studies Bachelor's Program. This course is designed to provide an introduction to research design and to the process of reviewing, evaluating, conducting and disseminating education research.

EDF 4632
Sociology of Education

(3 Credits - 3 Hours)

Prerequisite: Admission to the Educational Studies Bachelor's Program. This course provides a sociological approach to education, from several theoretical viewpoints and their application to present educational issues, to the structure and processes that make education systems work. This course focuses on the role of school in society.

EDF 4781
Education Issues for the 21st Century

(4 Credits - 4 Hours)

Prerequisite: Admission to the Educational Studies Bachelor's Program. This

course is a compendium of four concepts to enhance specific professional skills that are necessary for success as an educator: Educational Law, Principles of Professional Conduct of the Education Profession in Florida as outlined in the Code of Ethics, character education and teacher resiliency.

EDF 4810
Comparative and International Education

(3 Credits - 3 Hours)

Prerequisite: Admission to the Educational Studies Bachelor's Program. Although the right to education is a fundamental human right according to the Universal Declaration of Human Rights of the United Nations Educational, Scientific and Cultural Organization, it is denied to many across the world, particularly women. This course will examine and compare educational systems in their natural contexts around the world with emphasis placed on historical, philosophical, political, cultural, and sociological perspectives on a variety of topics in global education.

EDF 4932
Senior Capstone for Educational Studies

(4 Credits - 4 Hours)

Prerequisite: EDF 4490, Admission to the Educational Studies Bachelor's Program and senior standing. This course is to be taken during the last semester of the Educational Studies program. This course is the culminating experience and is designed to assimilate the knowledge and skills developed in the Educational Studies program by completing an independent study such as a research project, case study, grant application, improvement plan, service learning project, etc. to explore a specific educational issue or problem.

EDG 3620
Curriculum & Instruction

(3 Credits - 3 Hours)

This course is an introduction to the field of curriculum and instruction. Teacher candidates will understand the principles of curriculum development and the use of instructional strategies. The foundation of this course will include the development, implementation, and evaluation of lesson plans appropriate to the specific ability level of the intended audience.

EDG 4343
Instructional Strategies

(3 Credits - 3 Hours)

This course is for Recertification/Certification purposes. Students must submit a copy of their Temporary/Professional Teaching Certificate or valid Statement of Eligibility. Please contact the Teacher Education Department before registering for this course at 386-312-4242. This course will provide the guidance and tools to design, teach, and reflect on classroom lessons and units using instructional strategies as a process for making teaching decisions. This course provides a setting to discuss the challenges you will face in the classroom.

EDG 4410
Classroom Management & Communication

(3 Credits - 3 Hours)

This course provides strategies for creating a safe and stimulating learning environment that encourages positive social interaction and effective communication among members of the learning community. Emphasis is placed on attitudes, language patterns, values, and behaviors to support and maintain student learning as well as on-task behavior. Additionally, this course includes methods and strategies for consulting with other school professionals and the child's family unit.

EDG 4419
Building Classroom Management and Discipline

(3 Credits - 3 Hours)

This course is for Recertification/Certification purposes. Students must submit a copy of their Temporary/Professional Teaching Certificate or valid Statement of Eligibility. Please contact the Teacher Education Department before registering for this course at 386-312-4242. This course focuses on principles and strategies for developing and maintaining an effective classroom

environment for diverse learners. Strategies for whole class management as well as management of challenging behaviors will be explored. This course includes students' behavioral traits, teachers' obligations in discipline, organizing systems of management and a comprehensive review of outstanding strategies and tactics for effective classroom management and discipline. Participants will conduct an assessment on personal strengths and weaknesses in classroom management, as well as design a comprehensive classroom management plan.

EEC 3404
Child, Family, & Community Partnerships
(3 Credits - 3 Hours)

This course focuses on the varying cultural contexts of young children and the development of positive collaborative relationships between teachers and families. This course guides the development of a parent involvement plan that includes effective ways to communicate with parents, conference with parents, and plan parent meetings. Additionally, this course will facilitate the development of and implementation of community involvement programs in early childhood settings.

EEC 4211
Integrated Mathematics & Science
(4 Credits - 4 Hours)

Prerequisite: EDG 3620. This course develops an understanding and integrated application of science and mathematical concepts for the appropriate stages of cognitive development of young children. Focus is given to exploring sequential math development, identifying how concepts are developed and acquired, and promoting the young children's concept development through problem solving and assessing the child's developmental level. Additional focus given to teaching science strategies using concept development, process of inquiry, planning for fundamental concepts in science including activities for young children at the appropriate stages of cognitive development, and utilizing appropriate current technology to support teaching and learning. This course includes a field experience component. This course requires fifteen (15) hours of field experience/observation in a classroom setting designated by the Office of Teacher Education in the district of the student's choice within the college's service area. The field experience is completed outside of the scheduled class meeting time.

EEC 4212
Integrated Language Arts, Children's Literature, Social Sciences
(4 Credits - 4 Hours)

Prerequisite: EDG 3620. This course develops the foundations and integrated application of language/emergent literacy, children's literature, and social sciences for the appropriate stages of cognitive development of young children. Focus is given to exploring appropriate curriculum in language arts, children's literature, and humanities with an emphasis on how learning experiences are integrated throughout the curriculum. Additional focus given to teaching strategies and activities for young children while utilizing appropriate current technology to support teaching and learning. This course requires fifteen (15) hours of field experience/observation in a classroom setting designated by the Office of Teacher Education in the district of the student's choice within the college's service area. The field experience is completed outside of the scheduled class meeting time.

EEC 4241
Integrated Music, Art, & Movement
(4 Credits - 4 Hours)

Prerequisite: EDG 3620. This course promotes the skills, concepts, creativity, and enjoyment in music, art, dramatic play, and movement to create expressive learning activities for young children. The role of the teacher includes instructional strategies for integration, assessment, and concept development to encourage growth and participation for all students. This course requires fifteen (15) hours of field experience/observation in a classroom setting designated by the Office of Teacher Education in the district of the student's choice within the college's service area. The field experience is completed outside of the scheduled class meeting time.

EEC 4930
Senior Seminar
(2 Credits - 2 Hours)

Prerequisite: Senior Status. Corequisite: EEC 4940. This seminar course, taken concurrently with EEC 4940, will meet for 2 hours every 2 weeks with college supervisor to discuss teaching/learning issues and develop the teacher candidate's Early Childhood Education Teacher Portfolio.

EEC 4940
Student Internship
(8 Credits - 8 Hours)

Prerequisite: Senior Status. Corequisite: EEC 4930 and RED 4940. This course is a full day, full semester internship with placement in a pre-kindergarten, kindergarten, or primary grade during which the teacher candidates demonstrate the ability to apply knowledge, skills, and dispositions in authentic situations under the direction of a certified classroom teacher and college supervisor in an approved setting. Teacher candidates will plan, implement, and evaluate activities relevant to the classroom setting. Teacher candidates will be observed and evaluated by the college supervisor and classroom teacher. This course requires 10 weeks in a K-3 subject area classroom with no less than 250 hours of direct teaching instruction in a classroom setting designated by the Office of Teacher Education in the district of the student's choice within the college's service area. Students will spend a minimum of 45 hours in direct reading instruction (included in the 10 week internship.) The internship is completed outside of the scheduled class meeting time.

EEX 3012
Educational Needs of Students with Exceptionalities
(3 Credits - 3 Hours)

This course provides an overview of students with specific educational needs and exceptionalities while focusing on characteristics, definitions, and prevalence of disabilities, the referral process, service delivery models, and the pedagogical approach of exceptional students. Teacher candidates will understand the history of, legal basis for, and contemporary issues in special education. Special attention will focus on the expectation that all students have learning strengths.

EEX 4034
Exceptional Learners in the Inclusive Classroom
(3 Credits - 3 Hours)

This course is for Recertification/Certification purposes. Students must submit a copy of their Temporary/Professional Teaching Certificate or valid Statement of Eligibility. Please contact the Teacher Education Department before registering for this course at 386-312-4242. This course is to introduce inclusive educators to the characteristics, evaluation and identification of students with exceptionalities. This course examines current issues, legislation, education reform, strategies and interventions in working with students with disabilities, as well as effective special education service models.

EEX 4604
Behavior Management for Special Needs & At-Risk Students
(3 Credits - 3 Hours)

Prerequisite: EEX 3012. This course covers the strategies and techniques necessary for managing the physical environment and behaviors of children with special needs. The emphasis of this course will focus on behavior management and consultation skills. Teacher candidates will apply knowledge to create and maintain an on-task, safe, and healthy learning environment for learning in the exceptional and inclusive classroom.

RED 3309
Early & Emergent Literacy
(3 Credits - 3 Hours)

This course will increase understanding of early literacy development and conditions, which promote total literacy from birth through lower elementary grades. Language theory and current research will shape informed practices regarding literacy development. Connections made



among all aspects of literacy learning: reading, writing, listening, speaking, and attitude development. Additionally, this course explores and develops related activities to foster a balanced, positive, constructive attitude towards literacy in young children.

RED 4342
Foundations of Research Practice in Reading Education

(3 Credits - 3 Hours)

This course is for Recertification/Certification purposes. Student must submit a copy of their Temporary/Professional Teaching Certificate or valid Statement of Eligibility. Please contact the Teacher Education Department before registering for this course at 386-312-4242. This course provides an understanding of the principles of scientifically based research as the foundation of comprehensive instruction. This course teaches assessment of literacy development, language structure and function and cognition of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

RED 4511
Intermediate Literacy: Reading & Thinking

(3 Credits - 3 Hours)

Prerequisite: RED 3309. This course combines the theory and practice in the teaching of reading/literacy in the elementary intermediate grades. Procedures for meeting individual differences, differentiated instruction, selected use of materials, and classroom organizations will be examined. This course requires thirty (30) hours of field experience/observation in a classroom setting designated by the Office of Teacher Education in the district of the student's choice within the college's service area. The field experience is completed outside of the scheduled class meeting time.

RED 4519
Diagnosis & Intervention in Reading

(3 Credits - 3 Hours)

Prerequisite: RED 3309. This course provides diagnostic and instructional interventions in reading through formal and informal methods and materials used to identify reading strengths and weaknesses of students. Emphasis is placed on diagnosis of reading problems, administration of assessments, evaluation of results, and planning instructional interventions to remediate reading deficiencies. This course requires twenty (20) hours of field experience/observation in a classroom setting designated by the Office of Teacher Education in the district of the student's choice within the college's service area. The field experience is completed outside of the scheduled class meeting time.

RED 4940
Final Reading Practicum

(3 Credits - 3 Hours)

Prerequisite: Senior Status. Corequisite: EEC 4940. This course is the supervised reading portion of the final internship to give clinical experience in reading for the pre-service teacher. This course provides clinical experience in increasing student reading performance through the utilization of appropriate strategies and materials. This course aligns to the Florida Reading Competencies, which include language development, cognition, research-proven best practices, and differentiated instructions. Teacher candidates will work directly with K-3 teachers and students in the public schools in large group, small group, and individual settings to connect all aspects of literacy instruction. This course requires forty-five (45) hours of field experience/observation during a 3 week time period in a classroom setting designated by the Office of Teacher Education in the district of the student's choice within the college's service area. The 45 hours of field experience is included in the 10 weeks in a K-3 area classroom with no less than 250 hours of direct teaching instruction. The field experience is completed outside of the scheduled class meeting time.

TSL 3080
Principles & Practices of ESOL I

(3 Credits - 3 Hours)

This course introduces issues, principles, theories, research, and best practices of teaching English to Speakers of Other Languages. The goal of

this course is to develop the foundation of knowledge necessary to prepare educators to understand the concepts upon which second language acquisition are based in addition to the impact these concepts will have on instruction.

TSL 3081
ESOL Issues and Strategies

This course is for Recertification/Certification purposes. Student must submit a copy of their Temporary/Professional Teaching Certificate or valid Statement of Eligibility. Please contact the Teacher Education Department before registering for this course at 386-312-4242. This course introduces instructional strategies for teaching students of limited English proficiency including instruction in the English language. The goal of this course is to develop the foundation of knowledge necessary to prepare educators to understand the concepts upon which second language acquisition are based in addition to the impact these concepts will have on instruction.

TSL 4081
Principles & Practices of ESOL II

(3 Credits - 3 Hours)

Prerequisite: TSL 3080. This course builds on TSL 3080 with the goal to link the theory and practice for effective teaching of ESOL (English Speakers of Other Languages). The course will emphasize methods, curriculum, and assessment of ESOL students. This course requires twenty (20) hours of field experience/observation in a classroom setting designated by the Office of Teacher Education in the district of the student's choice within the college's service area. The field experience is completed outside of the scheduled class meeting time.

BACHELOR OF SCIENCE IN NURSING

NUR 3065
Health Assessment

(3 Credits - 45 Hours) (Online) Didactic 41.25 Hours, Lab 7.5 Hours

Prerequisite or corequisite: NUR 3805. This course focuses on a holistic approach to health assessment that builds on the assessment skills developed in the nurse's basic educational program. Emphasis is on assessment and analysis of self-care requisites to identify self-care deficits across the life span. Emphasis is on the process of patient interaction and use of appraisal skills in the collection of bio-psychosocial data across the life span and understanding the role of the professional nurse in analysis of health status data. The student is given opportunities to integrate theoretical knowledge into practice sessions using demonstration, medium and high fidelity simulation scenarios, deliberate practice, and reflection.

NUR 3125
Pathophysiology

(3 Credits - 45 Hours)

Prerequisite or Corequisite NUR 3805. This course focuses on the study of pathological changes of the human body from normal to changed mechanical, physiological, and biochemical functions resulting from altered hemostasis, injury, or disease process. The course will emphasize how disrupting normal structures and functions of the human body leads to disease processes from the cellular to the multi-system level. Included is the critical examination of the mechanisms underlying signs and symptoms, complications, and prognosis of commonly occurring diseases across the lifespan.

NUR 3164
Informatics and Evidenced-Based Practice

(3 Credits - 45 Hours)

Prerequisite/corequisite: NUR 3805. This course focuses on the integration of data, information, and knowledge through the use of information technologies to inform nursing practice. Students examine how informatics supports evidenced-based nursing practice that is safe and knowledge-based through the use of expanded access to clinical research findings and decision support tools for clinical practice. The course reviews nursing informatics theory, practice applications in care delivery and management,



and emerging trends in informatics. Students are introduced to basic concepts of evidence-based practice, research processes, and critical appraisal of research and information. Legal and ethical issues in research and information utilization are explored.

NUR 3169

Applied Evidence-Based Practice in Professional Nursing Practice (3 credits - 45 Hours) Online - 45 Hours

Prerequisites: STA 2023, NUR 3164. This course focuses on the application of evidence-based clinical and management practices to improve the delivery and outcomes of patient care in a variety of settings. Emphasized is the use of contemporary research to inform nursing management and clinical decisions. Establishment of individual evidence-based nursing management and clinical practices and career development are examined. The student will use evidence-based practice to solve current healthcare management and clinical problems

NUR 3655

Community, Diversity, and Population-Based Care

(3 Credit – 45 Hours) (Online) Didactic 30 hours, Clinical 45 hours

Prerequisite: NUR 3805. The focus of this course is community health nursing practices with families, aggregates, and communities. This course examines the social, economic, ethnic, and cultural influences on beliefs, values, and practices in relation to health, illness, and health-seeking behaviors. An emphasis is placed on epidemiology, population risk assessment, health promotion, risk reduction, chronic disease prevention, environmental health, vulnerable populations, contemporary health issues, and development of healthier individuals, aggregates, and communities. The role of the professional nurse in the provision of community and population-based care is explored.

NUR 3805

Professional Roles and Dimensions of Professional Nursing Practice (3 Credits – 45 Hours)

Prerequisite: Admission to the Bachelor of Science in Nursing. This introductory course is designed for the returning RN to facilitate the transition from the registered nurse's basic educational program to the baccalaureate level of practice. It includes an exploration of the evolution of nursing as a profession, the contemporary role of the professional nurse, and issues and theories related to professional nursing practice in dynamic healthcare environments for diverse populations. Professional writing, APA documentation, and presentations using PowerPoint are introduced. It is recommended that this course be taken first.

NUR 3826

Legal and Ethical Issues in Nursing

(3 credits - 45 Hours) (Online) 45 Hours

Prerequisites: NUR 3837. This course explores theories, models, and principles of legal and ethical decision making in clinical and in management health care delivery situations in a variety of health care settings. Clinical and nursing management decision-making dilemmas are identified and analyzed toward refining critical thinking and advocacy on the part of the nurse. This course provides the student opportunities to utilize models, processes, and ethical and legal frameworks of decision making as a foundation for clinical and leadership practices.

NUR 3837

Introduction to Nursing Management Systems

(3 Credits – 45 Hours)

Prerequisite: NUR 3805, NUR 3164. The purpose of this course is to introduce the foundations of healthcare policy, the financial structures of healthcare systems, and the accreditation and regulatory environments that have impact on nursing practice and patient care. Contemporary issues of healthcare management systems, the future of healthcare delivery, and the role of nursing to influence healthcare systems' decisions are explored. The student will examine healthcare systems that incorporate modern technology, evidence-based decision making, information and outcomes management, cost containment strategies, and the nursing core value

of quality care. Topics will include financial, operational, regulatory, accreditation, quality management, and clinical aspects of management.

NUR 4894

Teaching and Learning in Nursing Practice

(3 Credits – 45 Hours)

Prerequisite: NUR 3805. This course focuses on the provision of instruction applicable to individuals across the lifespan and to small groups of learners in a variety of settings. Emphasis is placed on the supportive / educative role of the nurse to assess, develop, implement, and evaluate education related to health promotion, maintenance of wellness, disease prevention, disease management, and quality of life. Teaching and learning theories and concepts are integrated related to effective collaboration with healthcare service organizations and communities, curriculum development, contemporary instructional strategies, challenges and barriers to learning, and cultural diversity.

NUR 4949

Nursing Capstone

(3 Credits – 45 Hours) Didactic Online 30 Hours, 45 Practicum Hours

Prerequisite: Previous or concurrent completion of the nine other BSN courses (NUR 3805, 3065, 3125, 3164, 3169, 3655, 3826, 3837 and 4894). The Capstone course integrates the academic and the practical knowledge acquired during the curriculum to further develop the student's application of the nursing process and critical reasoning in health promotion, risk reduction, direct and indirect care of patients, families, and aggregates in various healthcare settings. Emphasis is on resolving complex patient care problems, providing the human interface between healthcare systems and the patient, and on the professional nursing roles of care provider/coordinator, teacher, collaborator, manager and problem solver. This course includes a practicum to enhance the student's knowledge and expertise in areas of complex patient care and delivery and management. The practicum includes opportunities for scholarly inquiry, professional writing, collaboration, communication, and presentation. The student is required to demonstrate the competencies consistent with program outcomes.

BUSINESS

ACG 2021C

Principles of Financial Accounting ♦

(3 Credits - 4 Hours)

Prerequisite: MTB 1103 or MAT 1033 with a grade of "C" or better, or satisfactory scores on the math placement exam at the intermediate algebra level. The course is designed to familiarize the student with the theory, logic, and concepts used in financial accounting. Course content includes: journalizing, posting, preparing a trial balance, adjustments, corrections, and closing; preparation of the income statement, balance sheet, changes in owner's equity and cash flow statement; current assets, inventory, long-term assets and liabilities; corporate capital structure, retained earnings and financial statement analysis. Emphasis is placed on comprehension of accounting principles and concepts in addition to mastery of accounting skills.

ACG 2071

Principles of Managerial Accounting ♦

(3 Credits - 3 Hours)

Prerequisite: ACG 2021C with a grade of "C" or higher. This course is designed to familiarize the student with the theory, logic and concepts used in managerial accounting. Course content includes: job - order costing, process costing, cost-volume-profit relationships, departmental accounting, profit planning, standard costs, flexible budgets, decentralized operations, pricing, and capital budgeting decisions. Emphasis is placed on comprehension of managerial accounting principles and concepts in addition to mastery of accounting skills.

