

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)

Prerequisites: GEB 3213 and BUL 3130 with a grade of "C" or higher. 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)

Prerequisites: GEB 3213 and MAN 3353 with a grade of "C" or higher. 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 – Organizational Management**

(3 Credits - 3 Hours)

Prerequisites: GEB 3213 and Senior standing or permission of the Program Director. This course focuses on the integration of knowledge, skills and abilities learned in the program through a capstone project. Students can choose an internship or course-based option.

### **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 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.

#### **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 throughout the semester with the college intern supervisor to discuss teaching/learning issues.

**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 primary grade (K-3rd) 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 12 weeks in a K-3 subject area classroom with no less than 300 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 12-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 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 12-week internship in a K-3 area classroom with no less than 300 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 3083****ESOL Issues and Strategies**

(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 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 CRIMINAL JUSTICE - APPLIED INTELLIGENCE STUDIES****CCJ 3081****Combating Cybercrime**

(3 credits - 3 hours)

Cybercrime has been with us since the advent of the computer. However, as our reliance on computers and the internet of things (IoT) has grown, the amount of cyber-related crime and malfeasance has grown exponentially. Computers have allowed criminals to "scale-up" their reach and the consequences and financial gains of their plunders. Accordingly, every state and the federal government have enacted laws prohibiting unauthorized use of computers, and in recent years, governments have tried to harmonize these laws internationally.

**CCJ 3484****Ethics in Policing and Intelligence**

(3 credits - 3 hours)

This course explores ethics for both the criminal justice system and intelligence professionals. It will compare and contrast the differing roles ethics plays in policing and intelligence communities. The course probes significant past and current events to illuminate issues relevant to ethics in intelligence and policing.

**CCJ 3621****Patterns of Criminal Behavior**

(3 credits - 3 hours)

Review the nature and extent of the crime problem in America. The course concentrates on major patterns of offender behavior, including crimes of violence, property crimes, economic, syndicated, political crimes, and consensual crime.

**CCJ 3691****Sex Offenses and the Offender**

(3 credits - 3 hours)

Comprehensive overview of psychological, sociological, and legal issues related to sexual offenses. Additionally, the sexual offenders and different typologies of the sex offender will be addressed.

**CCJ 4014****Crime in America**

(3 credits - 3 hours)

Prerequisite: CJE 1006. A survey of crime and criminality in the United States, with an emphasis on crime data, its weaknesses, and types of criminal behavior.

**CCJ 4032****Crime and the Media**

(3 credits - 3 hours)

Relationship among media crimes, criminals, and the criminal justice system. Specifically, the impact of the media and media attention on the operations of the criminal justice system will be examined.