



Summer 2019 Course Descriptions

Runs 5/13/2019-8/16/2019

BCOR 111: Microeconomics (3 credits) This course develops the techniques necessary for an understanding of basic economics from a microeconomic standpoint. The specific topics explored include the fact of scarcity, concepts of supply and demand, cost-production decision making, the operation of a firm in the product market under varying assumptions of competition, monopolistic competition, monopoly, and oligopoly, plus the operation of the firm in the factor market. This course is approved as a Social Science course for the Liberal Studies Core.

T 6:30-9:20

BCOR 250: Management Theory and Practice (3 credits) This course will introduce students to the principles of management. From the organizational and behavioral aspects to process and management techniques of everyday business, this course is designed to give students a social, historical, legal, economic, and environmental knowledge and understanding of today's complex business world. The crux of management can be summed up as the combination of interpersonal skills, work competence, specific tools and methods (e.g., Project Management, Quality Management), understanding of business processes, their measurement and interdependency as well as the ability to successfully cope within an ambiguous setting. This is a seminar style course and not a lecture. This puts the onus on students to be prepared and to engage in relevant discussion. *Prerequisite: BCOR 105*

CIS 250: Business Technology II (3 credits) A hands-on study of the application of personal computers in a modern, networked business environment. Builds on material covered in CIS 150 Business Technology I. Provides instruction in the use of Microsoft Office components, with particular emphasis on advanced modeling using Excel. Other topics covered will be creation of web pages via HTML and other web authoring tools, integration of various Microsoft Office applications. *Prerequisite: CIS 150*

CRJS 240: Criminological Theory (3 credits) This course is designed to provide an overview of the scientific study of crime as a social phenomenon of criminal behavior. Criminological theory will be addressed from a sociological perspective and issues related to the measurement and extent of crime. The major schools of thought will be discussed utilizing the founders of each school and supplementing their premises with supporting criminology research. *To Be Arranged*

ECED 101: Child Development: Birth-Age 5 (3 credits) This course provides a broad study of child development theories and concepts from conception through age 5. Teacher candidates explore the physical, emotional, social, and cognitive development of typical and atypical children from birth through 5 years of age. The field experience associated with this course is an Observation and Exploration (Stage 1) experience which is embedded throughout the course (six hours).

LENG 111: College Composition (3 credits) The principles of logic, rhetoric, and language and their use in written discourse. Application of these theories to numerous reading and writing assignments. Much attention to basic writing skills.

LENG 112: Critical Analysis and Composition (3 credits) Development of the reading, research, and writing skills needed to use library resources to solve problems in a variety of disciplines, and relate these solutions to appropriate audiences. *Prerequisite: LENG 111*

M,W 3:30-4:50

LHST 111: History Without Borders (3 credits) The most important ideas, issues, problems, and developments that mark the changing fortunes of the West's interaction with the world from the Seventeenth Century to the present.

LPHI 131: Introduction to Philosophy (3 credits) An introduction to the study of philosophy. Beginning with the dawn of philosophical awareness among the ancient Greek philosophers, the course surveys both traditional and modern approaches to the philosophical understanding of the human condition.

LTHE 201: The Bible: An Introduction (3 credits) Students will explore the structure, theological themes, literary forms, and historical context of the Judeo-Christian Bible using methods of Biblical interpretation.

MATH 111: College Algebra (3 credits) Polynomial, rational, radical, exponential, and logarithmic functions and equations; systems of equations; matrices and determinants; sequences and series; binomial theorem.

POLI 111: US Government and Politics (3 credits) Constitutional foundations of U.S. Government; structure and functions of Congress, the Presidency, the judiciary; administrative institutions and processes, interest groups and political parties; political behavior, and the electoral process.

PSYC 111: Introduction to Psychology (3 credits) A survey of the use of psychological analysis to understand behavior in a variety of domains. Standard introductory topics include: Methodology; Physiological Foundations; Development; Sensation-Perception; Learning; Motivation/Emotion; Social Psychology; Personality and Abnormal Behavior.

PSYC 222: Human Development (3 credits) An investigation of the theories and research findings related to the understanding of complex behavior as it evolves throughout the lifespan. *Prerequisite: PSYC 111*

SOCI 110: Basic Sociology (3 credits) This course is intended as a general introduction to sociology, i.e., a scientific focus on society, groups, and social behavior. Its purpose is to develop in the student a greater capacity to interpret and evaluate the social world.

W 6:30-9:20

SPED 101: Special Education Overview (3 credits) This course provides teacher candidates with a basic understanding of the federal mandates associated with special education. Teacher candidates are introduced to: characteristics of various exceptionalities; pre-referral strategies and interventions; cultural diversity; curricular and behavioral modifications, adaptations, and instructional strategies; educational assessment; historical legislations and current legal issues in special education; and the collaboration of regular education and special education teachers. Focus is given to the special education process for evaluation, identification, eligibility determination, and placement of students with exceptionalities in special education.