ECON 122 Microeconomics (3)
*Fall*
A study of economic choices made by individuals and organizations in a market economy. This course examines behavior of individuals and institutions and compares economic systems.

ECON 225 World Poverty and Economic Development—CCS (3)
*Fall, Odd*
A study of causes of widespread poverty, primarily in the Third World countries, and development of policies designed for its alleviation. Special emphasis is placed on the responsibility of First World institutions in addressing this issue. Fulfills one of the cross-cultural studies Foundations requirements.

ECON 341 Financial Markets and Institutions (3)
*Fall, Even*
A study of financial institutions and markets and their importance in the U.S. financial marketplace. This course includes a study of interest rate determination and the economics behind rate fluctuations, an examination of the Federal Reserve System and the tools of monetary policy, and a deeper examination of key financial institutions and markets and their regulatory environment. This course is identical to BUAD 341. Prerequisites: BUAD 241, ECON 121, and junior standing.

ECON 353 History of Economic Thought (3)
*Varies*
This course is a representative study of the economic ideas that had a formative role in shaping economic theories and institutions from the Reformation to the present. This course is identical to HIST 353.

ECON 399 Independent Study in Economics (2)
*Fall, Spring*
This is an opportunity for the student to do guided independent research of selected topics particularly related to current economic conditions. It will be the student’s responsibility to define and outline the research project and to arrange for a faculty supervisor. Departmental approval of the research proposal is required. Prerequisites: junior standing and 3.0+ GPA.

ECU  SEMESTER IN ECUADOR

ECU 101 Worldview and World Religions (3)
The goal of this course is to understand the nature of a worldview and the function of faith and reason in developing a worldview: to define and analyze eight basic worldviews (Christian theism, deism, naturalism, nihilism, existentialism, Eastern pantheism, New Age spirituality and postmodernism); to explore and critique six major world religious traditions (Judaism, Christianity, Taoism and Confucianism, Hinduism, Buddhism, and Islam); to offer an internal critique of each worldview and an evaluation from the standpoint of historic Christianity.

ECU 203 Spiritual Formation (3)
This course will examine the dynamics of personal development in student’s lives, focusing on spiritual growth. Biblical principles that govern the character and conduct of Christians will be addressed. Students will employ analytical tools and reflection skills to develop greater self-awareness. From this foundation they will explore the process of spiritual formation and establish an initial life-plan for the regular practice of spiritual disciplines.

ECU 250 History, Politics, Culture, and Missions (3)
This course provides an overview of the history, politics, culture, and missions in Ecuador, along with the relationship between various factors. Open only to students who participate in the Semester in Ecuador Program. Offered in the fall and spring semesters.

ECU 300/400 Field Experience in Ecuador (6)
Students will work with a local organization (e.g., business, church, artistic non-profit group) and participate in a two-week mission trip. Credit towards a department's major (field education/internship) is granted at the discretion of each department. Students should check with his/her advisor when considering the program.

EDUC  EDUCATION

EDUC 107 Bilingual Education Field Experience (0)
*Fall, Spring*
Students seeking a Bilingual endorsement register for this course in conjunction with EDUC 225, 341, 342, and 345.

EDUC 108 ESL Education Field Experience (0)
*Fall, Spring*
Students seeking an ESL endorsement register for this course in conjunction with EDUC 225, 341, 342, and 345.

EDUC 201 Fine Arts in Education (3)
*Fall, Spring*
This course examines the educational, communicative, and aesthetic value of dance, music, drama, and art. Students will consider the role fine arts play in reflecting history and culture, and how to promote all students' abilities to express themselves creatively. Topics include concepts, techniques, materials, cultural dimensions, and interrelationships of the visual arts, music, drama, and dance. Fulfills the fine arts Foundations requirement.

EDUC 203 Introduction to Education (3)
*Fall, Spring*
This course is a broad-based introduction to the role of schooling in society and the profession of teaching. It includes an overview of the history of education from preliterate societies to the present, an examination of various philosophical perspectives or schools of thought, and a discussion of critical issues facing educators today. Students take this course in their sophomore year. Field Experience: 50 hours.
EDUC 209 Technology in Education (3)

Fall, Spring
This course examines the role of technology within the field of education. Topics include integration of productivity- and learning-enhancing software; use of imaging, presentation, and telecommunication equipment; evaluation of computer resources; design of student activities that integrate computer resources; and current instructional principles and research through the use of professional journals. Prerequisites: A working knowledge of word processing; communication software (e-mail); Web browsing for research; basic computing technology; operation of computer systems including installing, troubleshooting, and using software; and copyright regulations. The content knowledge list will be assessed through advising and student self-reporting.

EDUC 210 Principles of Online Learning (3)

Fall, Odd
The course addresses the pedagogy and learning strategies of online learning. Students will learn and practice online course design, organization, learning objectives, learning activities, assessment, tools, class management, and fostering community. Students will work with a teacher to design and develop an online course and/or modules for use in a K-12 environment. The course is delivered online. Prerequisite: EDUC 209.

EDUC 225 Foundations of Teaching Bilingual/ESL (3)

Spring, Odd
This course introduces students to an understanding of the historical, philosophical, socioeconomic, and educational issues that led to the formation of bilingual/ESL educational policies, programs, and services for culturally diverse populations. Current trends, issues, and research for bilingual/ESL classrooms will be examined. Aspects of language learning and acquisition theories as they pertain to bilingual/ESL will be included. Field Experience: 25 hours. Prerequisite: concurrent or prior enrollment in EDUC 203.

EDUC 303 Educational Psychology (3)

Spring, Summer
One focus of this course is the psychology of learning. Topics include human development, differences in learning abilities, the impact of culture, and theoretical approaches to the process of learning. Another focus is the psychology of teaching. Topics include understanding motivation, classroom management, creating a conducive learning environment, and classroom assessment. These topics are presented from elementary, middle grades, and secondary education perspectives. Field Experience: 50 hours. Prerequisites: PSYC 123 or acceptance into the Teacher Education program if required for licensure.

EDUC 309 School Technology (3)

Spring, Odd
This course focuses on planning, organization, management, and professional development related to the use of computers and other learning technologies in school settings. Students will develop expertise in technology policy, procedures, management of facilities and resources, budget planning and purchasing, evaluation of technology effectiveness, legal compliance, and the design and implementation of staff technology development. A field experience of 30-40 hours in a school setting is required. Prerequisite: EDUC 209.

EDUC 310 Elementary Literacy (3)

Fall, Spring
Students explore methods, philosophies, and assessment of literacy instruction. Course content includes an examination of theories with an emphasis on fundamentals of reading instruction, approaches to teaching reading strategies and skills, research-based literacy resources, and tools for assessing the progress of literacy development. Special attention is given to the International Reading Association and Common Core State Standards for English Language Arts. Field Experience: 25 hours. Prerequisites: EDUC 203, PSYC 123, SPED 216, and acceptance into the Teacher Education program.

EDUC 311 Literacy in the Disciplines (3)

Fall
Each discipline has its own goals for reading and methods to reach those goals. This course examines extensively this thesis that ways of reading differ from discipline to discipline. Along with an examination of reading as a meaning-making process, this course gives specific attention to methods and materials used to teach reading in the student’s content area. This course involves work on vocabulary, comprehension, and study skills needed by K-12 students when reading in the content areas. Topics include: understanding the reading process, assessment, study strategies, diversity, and content area thematic instruction. Prerequisites: EDUC 203 and acceptance into the Teacher Education Program.

EDUC 312 Middle Grades Literacy (3)

Fall, Spring
This course focuses on literacy in the middle grades and includes an examination of the middle school movement and philosophy in the United States. Developmentally appropriate practice, which includes an understanding of the cognitive, social, emotional, ethical and physical aspects of middle school students, is considered as a framework for literacy instruction. Emphasis includes the impact of second language acquisition on literacy for middle school students, media literacy, disciplinary literacy, and assessment as a guide for literacy instruction. Field Experience: 50 hours. Prerequisites: EDUC 203, SPED 216, and acceptance into the Teacher Education program. Recommended: PSYC 123.

EDUC 335 Teaching in the Middle Grades (3)

Fall
This course is an overview of middle grades school history, philosophy, and school organization. It includes a study of
adolescent development and diversity, integrative and exploratory curriculum, equitable pedagogy, and assessment used in middle grades (5-8). Prerequisite: acceptance into the teacher education program.

EDUC 340 Cross Cultural/Multicultural Issues in Education (3)
Fall, Odd
This course will focus on issues in education related to linguistic, cultural, and ethnic diversity within the context of society faced with issues of poverty, discrimination, racism, and sexism. Learning and communication styles and the impact of teacher expectation on student achievement will be examined. Effective utilization of the rich resources represented by the home and the community will be explored. Prerequisites: PSYC 123; EDUC 203 for education majors and minors.

EDUC 341 Methods and Materials of Teaching ESL Students (3)
Fall, Odd
This course focuses on relevant topics concerning English as a second language along with the nature and function of language. Multicultural issues will be examined as they relate to a biblical worldview. Methods of teaching, listening, speaking, reading, and writing will be presented. Students will critically select and analyze ESL materials. Field Experience: 25 hours (through EDUC 107 or 108). Prerequisites: PSYC 121 or PSYC 123, and EDUC 203.

EDUC 342 Methods and Materials of Teaching Bilingual Students (3)
Spring, Odd
This course will present a variety of program models, methodologies, and strategies that are appropriate for the bilingual student. Students will study methods and materials for teaching mathematics, science, and social studies, and techniques for managing multilevel classrooms and curriculum development programs aimed at assisting students in a bilingual program. Field Experience: 25 hours (through EDUC 107 or 108). Prerequisites: EDUC 203 or current teacher licensure.

EDUC 345 Assessment of Bilingual/ESL Students (3)
Fall, Even
The purpose of this course is to expose students to formal and non-formal instruments and methods for testing bilingual/culturally and linguistically diverse (B/CLD) individuals, and issues on non-discriminatory testing. This course will examine a wide selection of assessment techniques, which recognize the impact of environment and society on linguistic and student performance. Field Experience: 25 hours (through EDUC 107 or 108). Prerequisites: EDUC 203 or current teacher licensure.

EDUC 380 Methods for General Educators (3)
Fall, Spring
This course is designed to study and discuss theories and techniques of methods of instruction at the elementary level, middle grades, and high school level for students of all abilities. Specific topics will include organizing, planning, instructing, and assessing all learners including cross-categorical special education students. We will study the nature and needs of children, early adolescent, and adolescents. We will study the many roles of the teacher including decision-maker, instructional planner and leader, classroom manager, evaluator, assessor, and the role of the teacher in the coordination and referral of students to health and social services. Prerequisites: Acceptance into the teacher education program and 200 hours of field experiences. Novice teaching: 90-100 hours.

EDUC 381 Novice Teaching (0)
Varies
Novice teaching is considered clinical experience rather than field experience. Students must be enrolled concurrently in EDUC/SPED 380. Prerequisite: Instructor permission.

EDUC 399 Independent Study (1)
Varies
By permission of the department or instructor.

EDUC 410 Service Learning Capstone and Practicum (3)
Varies
This course fulfills the college capstone requirement for the Elementary Education Studies major through the design and implementation of a service learning project. Students will meet with their professor in a seminar to understand and critique service learning, the skills to design a project, and the dispositions for becoming a professional. Students will reflect on their experience as they seek to achieve real objectives for the community and deeper understanding and professional skills for themselves. For education students fulfilling the Elementary Education Studies major, this course serves as both capstone and practicum course; for all other students, the course is an elective with the possibility for filed experience hours for their major. The course is open only to senior-level students.

EDUC 450 Student Teaching: Elementary (5-10)
Fall, Spring
Student teacher interns may choose one 16-week placement or a 9-week placement AND a 7-week placement. During the student teaching internship the intern gradually assumes the full responsibilities of the cooperating teacher. Student teaching requires full-time commitment for the entire semester. Concurrent enrollment in EDUC 454.

EDUC 454 Student Teaching Seminar: Contemporary Issues (3)
Fall, Spring
This course meets weekly during the semester of student-teaching. Discussion topics include contemporary issues, worldview implications for teaching, interviewing, classroom management, and preparation for a teaching position. Students complete their digital portfolios for a course grade and a teacher performance assessment (edTPA) for licensure.
EDUC 455 Student Teaching: Secondary (5-10)  
*Fall, Spring*
Student teacher interns may choose one 16-week placement or a 9-week placement AND a 7-week placement. During the student teaching internship the intern gradually assumes the full responsibilities of the cooperating teacher/s. Student teaching requires fulltime commitment for the entire semester. Concurrent enrollment in EDUC 454.

EDUC 459 Student Teaching: Middle Grades (5-10)  
*Fall, Spring*
Student teacher interns may choose one 16-week placement or a 9-week placement AND a 7-week placement. During the student teaching internship the intern gradually assumes the full responsibilities of the cooperating teacher/s. Student teaching requires fulltime commitment for the entire semester. Concurrent enrollment in EDUC 454.

ENGL 102 Basic Writing (3)  
*Fall*
This course helps students prepare to do academic work in English. Students solidify the fundamentals of grammar and style while learning to structure paragraphs and essays that attend to audience, purpose, and situation. All students must have these skills as determined by ACT English (below 18) or SAT verbal (below 450) scores before proceeding to other English courses. Does not fulfill one of the college English Foundations requirements.

ENGL 102 Basic Writing, ESL (3)  
*Fall*
This course helps ESL (English as a Second Language) students prepare to do academic work in English. While its primary focus is composition, and hence the challenge of finding appropriate language to fit purpose, audience, and situation, it will also support students’ need to become more familiar with English conversation and reading. Does not fulfill one of the college English Foundations requirements.

ENGL 103 College English: Composition (3)  
*Fall, Spring*
This practical study of rhetorical principles integrates the reading of others’ essays with the student’s own writing including the writing of a research paper. It also guides students through interpretation of both the written word and visual images. Students in the Honors program take HON 103 in place of ENGL 103. Fulfills one of the college English Foundations requirements.

ENGL 104 College English: Introduction to Literature (3)  
*Spring*
This course introduces students to a critical appreciation of poetry, drama, and short and long fiction. Literature written from Christian perspectives and non-Christian perspectives is included. Students write essays on issues related to the literature being discussed. Prerequisite: ENGL 103 (or HON 103). Fulfills one of the college English Foundations requirements.

ENGL 201 Poetry and Drama (3)  
*Fall*
This course will help students develop a framework for interpreting poetic and dramatic texts. The course will include both formal and social analysis. Prerequisites: ENGL 103 (or HON 103) and 104.

ENGL 203 Fiction (3)  
*Fall*
This course will help students develop a framework for interpreting the novel and short story. The course will include both formal and social analysis. Prerequisites: ENGL 103 (or HON 103) and 104.

ENGL 205 Texts and Contexts: Renaissance to Modern (3)  
*Spring*
This course will help students develop a framework for interpreting literary history. The course will focus on five authors of distinct literary periods, studied in their social and historical contexts. Prerequisites: ENGL 103 (or HON 103) and 104.

ENGL 220 Writers Guild (1)  
*Fall*
The Writers Guild functions as a community in which students develop their identity as writers by creating and sharing work once a week. It also supports students through the range of experiential writing required by the interdisciplinary writing minor (for instance, writing for on- or off-campus publications or presenting to public audiences). Its members also plan and host writing workshops/clubs for other students. All writing minors must take the course at least twice. The Guild is also open to students in other programs. Total course enrollment will not exceed 15 students. This course is cross listed with COMM 220.

ENGL 288 Elementary English Language Arts Methods (3)  
*Spring*
This course focuses on Language Arts methodology and content for grades 1 – 6. Emphasis will be on writing instruction, language tools, media literacy, and the integration of Language Arts throughout the curriculum. Due to overlap in course content, credit cannot be earned for both ENGL 288 and ENGL 289. Prerequisites: ENGL 103 (or HON 103) and 104.

ENGL 289 Middle Grades English Language Arts Methods I (3)  
*Spring*
In this course, students will study and implement a variety