

## **Cooperative Education (CED)**

### **200 Career Life Planning Seminar (0-1)**

Development of decision-making and goal-setting skills as they relate to the career planning process. The process includes developing self-awareness, conducting career research, acquiring decision-making skills, and setting career and educational goals. *(Pass/Fail)*

## **The Doane Learning Course (DLC)**

DLCs provide instruction in college reading efficiency and writing. A student may register for a DLC at the beginning of a term or any time prior to the first day of each session. Students receive letter grades in these courses.

### **101 Reading Skills Development (3)**

A developmental course to enhance college-level reading skills. Reading experiences encompass a wide variety of forms and topics, such as reading analytically and critically. Students also become familiar with various writing strategies and techniques.

### **116 Writing Skills (3)**

An intensive writing course designed to improve basic skills in college-level composition.

## **Economics (ECO)**

### **203 Principles of Macroeconomics (3)**

An introduction to basic concepts governing the operation of a market-oriented economy, with specific emphasis placed on understanding macroeconomic theory, policy, and issues. Students successfully completing this course will be able to: 1) discuss basic economic concepts, including the production possibilities model, comparative advantage, and the supply and demand model; 2) calculate and interpret major macroeconomic statistics, including GDP, unemployment, and inflation; 3) explain how both monetary and fiscal policy can be used to stabilize the economy, and 4) discuss some of the theoretical and policy issues that arise in macroeconomic discourse.

### **204 Principles of Microeconomics (3)**

An introduction to basic concepts governing the operation of a market-oriented economy, with specific emphasis placed on understanding microeconomic theory, policy, and issues. Students successfully completing this course will be able to: 1) discuss basic economic concepts, including the production possibilities model and supply and demand model, 2) explain the role that elasticity plays in the supply and demand model and know how to calculate and interpret various elasticities; 3) understand utility maximization and the theory of consumer behavior; 4) explain how cost concepts differ in the short run and long run, and 5) analyze various market structures in terms of their economic performance in order to gain insight into some of the major policy issues that arise in microeconomics.

**308 Public Finance (3)**

An examination of the effects of fiscal policy on resources, incomes, prices, and employment. The course also covers federal, state, and local taxes and current public policy problems. *Prerequisite: Economics 203 or 204. (Cross-referenced with Political Science 308.)*

**Education (EDU)**

**280 Higher Education for Adult Learners (2)**

The development of a learning plan through knowledge of how to use the resources of higher education. Students also learn the theory and function of higher education in America, clarify individual values and educational goals, increase appreciation of strengths and worth as a learner, and create a portfolio of life and career accomplishments for submission to faculty evaluators for award of credit. *(Pass/Fail)*

**338 Children, Youth, and the Family (3)**

A study of human development based on the theory that primary caregivers have the greatest influence on the growth and development of both children and adolescents. The course covers human development of children and youth with a strong orientation to the contexts of family, parenting styles, school programs, and other vehicles of socialization.

**481, 581 Selection and Development of Educational Leaders (3) (3)**

A study of the theory and practice of the selection and development of effective teachers and administrators, utilizing the Teacher Perceiver Interview and analysis process; development of skills and knowledge enabling individuals to use the process and achieve certification and professional competence. Demonstration of competence is evaluated by assessment of performance according to standards in actual situations. **Candidates for graduate degrees at other institutions should confirm transferability prior to enrolling.** *(Pass/Fail.)* NOTE: A grade of "Pass" represents an evaluation of "B" or better.

**483, 583 Seminar in Perceiver Analysis (2) (2)**

Developing individual growth plans for teacher effectiveness; synthesis of the principles of Teacher Perceiver Interview; preparation of a teacher portrait and the feedback process. **Candidates for graduate degrees at other institutions should confirm transferability prior to enrolling.** *Prerequisite: Education 481 or 581. (Pass/Fail.)* NOTE: A grade of "Pass" represents an evaluation of "B" or better.

**580 Development of Education Specialists (3)**

A study of the theory and practice of student strength assessment to determine more effective ways to accomplish learning and individual development and growth. Demonstration of competence is evaluated by assessment of performance according to standards in actual situations. *(Pass/Fail.)* NOTE: A grade of "Pass" represents an evaluation of "B" or better.