

51-921	CHEMISTRY LITERATURE RESEARCH CAPSTONE (2-0). Enrollment in this course is limited to students taking a double major in the natural sciences who have completed an approved independent laboratory research project in the second major, either at Southwestern or another university. A portion of this course will cover current literature topics selected in consultation with the instructor. Students will be required to write a review article and complete an oral examination. (NS)
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51-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
51-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic.
51-901, 902, 903, 904	TUTORIAL.
51-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with changed content. Prerequisite: Permission of instructor.
51-971, 972, 973	INTRODUCTION TO RESEARCH. May be repeated with changed content.
51-983	HONORS. By invitation only.
51-991, 992, 993	CONTINUED RESEARCH. May be repeated with changed content.

CLASSICS AREA

Division of Humanities

Professor Halford W. Haskell, PhD, Chair

Contributing Faculty:

Professor Thomas Noble Howe, PhD (Art and Art History)

Associate Professor Glenda Warren Carl, PhD (Latin)

Associate Professor Kimberly Smith, PhD (Art)

Assistant Professor Philip E. Hopkins, PhD (Philosophy)

Assistant Professor Pam Haskell, PhD (part-time)

Classics is a broad field covering Greco-Roman antiquity from the very earliest periods (prehistory) to the dissolution of the Roman Empire. This interdisciplinary field embraces and combines the disciplines of literature and language, anthropology, archaeology, art history, religion, philosophy and history. Through the study of primary material (Latin and Greek texts, in the original or in translation; archaeological and art historical artifacts), students gain an appreciation for ancient societies that continues to illuminate our own. Students must not only master basic factual material, but also learn how to synthesize sometimes disparate material.

The rigor involved in the study of Classics prepares one for a variety of careers, and is recognized by various professional schools and business schools as providing a highly desirable and distinctive intellectual foundation for graduate work in any field.

High school enrollment figures reflect a renewed interest in the study of Classics, and there is a great demand for high school Latin teachers. Other careers for Classics majors include university teaching and museum work.

Southwestern University offers majors in Classics and in Latin, and minor programs in Latin and in Greek.

Majors are strongly advised to take advantage of opportunities to study or excavate abroad. Students may pursue semester or academic year study at College Year in Athens or at the Intercollegiate Center for Classical Studies in Rome. Summer study possibilities include SU travel/ study programs in Greece.

Through Sunoikisis, an innovative inter-institutional Classics program, Southwestern students have access to a broad range of subject material and faculty that goes beyond the capacity of a single institution. Creative exploitation of technology enables student and faculty scholars together to conceive

of learning and data – text, iconography, epigraphy, pottery, etc. – in a far richer way, yielding new collaborative and interdisciplinary paradigms essential for liberal arts learning in the 21st century.

The Capstone experience consists of a semester-long research project which encompasses a wide range of topics within the area of Classical studies. The project culminates with an oral presentation to an interdepartmental committee chosen by the student and faculty project adviser.

All entering students who have taken Latin in high school are to take a placement exam. The results of the exam will be used to help establish placement. Please note that credit hours are not granted for placement.

Because the study of language grammar is sequential, students are required to take the basic grammar courses in their proper order, which is 014, 024, 113, and 123, and to earn a grade of C- or better in each course of the sequence, prior to enrolling in the next course in the sequence. These courses may not be taken concurrently.

Students who major or minor in Latin and who have placed into the fourth semester or have placed out of the foreign language requirement may take a departmental exam for credit. They may earn up to six semester hours of lower-level credit which is equivalent to credit for 113 or the 113-123 sequence. Credit will be awarded upon completion of all other major or minor requirements. Under no circumstances may an individual earn credit for more than two courses in a language by AP or placement examinations.

The Classics committee is comprised of contributing faculty. The professor of classics serves as Chair.

Major in Classics: 39 semester hours (minimum), including four courses of earned college level Latin and four courses of earned college level Greek (3 or 4 credit hour courses may be used to satisfy this requirement), including six hours of Latin or Greek above the introductory level; six hours of Classics in Translation; six additional hours above introductory level in Latin and/or Greek, or in Classics in Translation; Classics 07-953 (Capstone). At least 24 hours in the major must be above the introductory level.

Major in Latin: 30 semester hours of Latin including Latin 14-953 (Capstone); 27 additional hours of Latin, 15 hours of which must be above the introductory level.

Minor in Latin: 18 semester hours of Latin, 12 hours of which must be above the introductory level.

Minor in Greek: 18 semester hours of Greek, 12 hours of which must be above the introductory level.

See the Education Department for information regarding teacher certification in Latin.

Greek (GRK)

13-014, 024 **GREEK I & II.** A two-semester course. Essentials of grammar, composition and reading.

13-113, 123 **GREEK III & IV.** A two-semester course of selections from classical and New Testament Greek. Prerequisites: Greek 13-014 and 024.

13-603 **TOPICS IN GREEK LITERATURE I.** Topics offered on a five-year cycle: Homeric Poetry; Greek Lyric Poetry; Comedy; Literature of the 4th Century; Hellenistic Literature. Students participate in weekly webcast lecture offered through Sunoikisis, an on-line discussion moderated by faculty members from participating institutions, and weekly tutorials with faculty members at Southwestern. This course is specifically designed for advanced students and includes rigorous study of cultural and historical contexts as well as the issues of composition and transmission. Students will also become familiar with current interpretive approaches to the material. May be repeated with change in topic. Prerequisite: Greek 13-123 or equivalent. **(H)**

13-703 **TOPICS IN GREEK LITERATURE II.** Topics offered on a five-year cycle: Homeric Poetry; Greek Lyric Poetry; Comedy; Literature of the 4th Century; Hellenistic Literature. Students participate in weekly webcast lecture offered through Sunoikisis, an on-line discussion moderated by faculty members from participating institutions, and weekly tutorials with faculty members at Southwestern. This course is specifically designed for advanced students and includes rigorous study of cultural

and historical contexts as well as the issues of composition and transmission. Students will also become familiar with current interpretive approaches to the material. May be repeated with change in topic. Prerequisite: six hours of Greek above the introductory level. (H)

- 13-001, 002, 003, 004 **SELECTED TOPICS.** May be repeated with change in topic.
13-301, 302, 303, 304 **SELECTED TOPICS.** May be repeated with change in topic.
13-443 **INTERMEDIATE TUTORIAL.**
13-901, 902, 903, 904 **TUTORIAL.**
13-941, 942, 943, 944 **ACADEMIC INTERNSHIP.** Must be taken Pass/D/F.
13-951, 952, 953, 954 **INDEPENDENT STUDY.** May be repeated with change of content.

Latin (LAT)

- 14-014, 024 **LATIN I & II.** A two-semester course. Essentials of grammar, composition and reading.
14-113, 123 **LATIN III & IV.** A two-semester course. Readings in Petronius in the fall semester, Vergil in the spring. Prerequisite: Latin 14-024 or the equivalent.
14-403 **LIVY.** Elements of grammar and style in an historical context. (H)
14-423 **TACITUS.** Elements of grammar and style in an historical context. (H)
14-503 **HORACE.** Elements of grammar and style in an historical context. (H)
14-603 **TOPICS IN LATIN LITERATURE I.** Topics offered on a five-year cycle: Early Republic; Late Republic; Neronian Period; Roman Empire 70-180 CE; Late Antiquity and Medieval. Students participate in weekly webcast lecture offered through Sunoikisis, an on-line discussion moderated by faculty members from participating institutions, and weekly tutorials with faculty members at Southwestern. This course is specifically designed for advanced students and includes rigorous study of cultural and historical contexts as well as the issues of composition and transmission. Students will also become familiar with current interpretive approaches to the material. May be repeated with change in topic. Prerequisite: Latin 14-123 or equivalent. (H)
14-703 **TOPICS IN LATIN LITERATURE II.** Topics offered on a five-year cycle: Early Republic; Late Republic; Neronian Period; Roman Empire 70-180 CE; Late Antiquity and Medieval. Students participate in weekly webcast lecture offered through Sunoikisis, an on-line discussion moderated by faculty members from participating institutions, and weekly tutorials with faculty members at Southwestern. This course is specifically designed for advanced students and includes rigorous study of cultural and historical contexts as well as the issues of composition and transmission. Students will also become familiar with current interpretive approaches to the material. May be repeated with change in topic. Prerequisite: six hours of Latin above the introductory level. (H)
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- 14-001, 002, 003, 004 **SELECTED TOPICS.** May be repeated with change in topic.
14-301, 302, 303, 304 **SELECTED TOPICS.** May be repeated with change in topic.
14-443 **INTERMEDIATE TUTORIAL.**
14-901, 902, 903, 904 **TUTORIAL.**
14-941, 952, 953, 954 **ACADEMIC INTERNSHIP.** Must be taken Pass/D/F.
14-951, 952, 953, 954 **INDEPENDENT STUDY.** May be repeated with changed content.
14-983 **HONORS IN LATIN.** By invitation only.

Classics (CLA)

- 07-203 **GREEK AND ROMAN MYTHOLOGY.** A study of the myths and religion of Graeco-Roman tradition, with attention to the heritage of classical mythology in Western literature and art. Extensive readings of ancient works in translation. Also

- English 10-203 and Religion 19-403. **(H) (R) (IP)**
- 07-313 GREEK CIVILIZATION.** A study of the rise and development of Greek civilization, with special emphasis on the cultural contributions to Western civilization. May be repeated with change of content. Also History 16-313. **(H) (IP)**
- 07-323 ROMAN CIVILIZATION.** A study of the rise and development of Roman civilization, with special emphasis on cultural contributions to Western civilization. May be repeated with change of content. Also History 16-323. **(H) (IP)**
- 07-333 HISTORY OF WESTERN PHILOSOPHY: ANCIENT.** See Philosophy 18-413. **(H)**
- 07-353 CLASSICAL AND HELLENISTIC ART.** See Art History 71-443. **(FAL)**
- 07-363 WORLD ARCHITECTURE I: ANCIENT AND MEDIEVAL TRADITIONS.** See Art History 71-703. (Fall, odd-numbered years) **(FAL)**
- 07-403 PERFORMING SANCTITY: HOLY LIVING AND HOLY WRITING IN LATE ANTIQUITY AND THE MEDIEVAL PERIOD.** A study of saints' lives from the late ancient world and the Latin Middle Ages, revealing the religious life of the periods that produced them as well as information about basic social and cultural history. Involves close reading and discussion of primary texts in translation from the original Latin. **(H)**
- 07-413 MEDIEVAL BEAST FABLES.** A study of the use of the animal kingdom to satirize human courtly society in the Middle Ages, with attention to some of the social and personal needs fulfilled by telling or listening to these fables. Involves close reading and discussion of primary texts in translation from the original Latin. **(H)**
- 07-423 FABULOUS EXEMPLUM: MEDIEVAL LEGENDS OF ALEXANDER THE GREAT.** A study of Alexander's complicated legacy, as both a rhetorical example of what (not) to do, and as the protagonist of a series of fantastic adventures that please and instruct. Involves close reading and discussion of primary texts in translation from the original Latin. **(H)**
- 07-433 MEDIEVAL LEGENDS OF TROY.** A study of the use of classical narratives to legitimize political power and literary production in the Middle Ages, with attention to the multiple significances of translation. Involves close reading and discussion of primary texts in translation from the original Latin. **(H)**

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- 07-001, 002, 003, 004 SELECTED TOPICS.** May be repeated with change in content.
- 07-301, 302, 303, 304 SELECTED TOPICS.** May be repeated with change in content.
- 07-901, 902, 903, 904 TUTORIAL.**
- 07-941, 942, 943, 944 ACADEMIC INTERNSHIP.** Must be taken Pass/D/F.
- 07-951, 952, 953, 954 INDEPENDENT STUDY.** May be repeated with change in content.
- 07-963 SEMINAR IN CLASSICS.** An interdisciplinary study of various aspects of Greek and Roman antiquity. May be repeated with change of content.
- 07-983 HONORS IN CLASSICS.** By invitation only.

COMMUNICATION STUDIES DEPARTMENT

Division of Humanities

Associate Professor Robert Bednar, PhD, Chair
Assistant Professor Hector Amaya, PhD
Assistant Professor Davi Johnson, PhD
Assistant Professor Julia Johnson, PhD
Assistant Professor David Olson, MA
Assistant Professor Paige Schilt, PhD (part-time)
Instructor Marnie Binfield, MA (part-time)
Instructor Jennifer Dickinson, MA (part-time)

The Communication Studies Department focuses on critical inquiry into the performative, relational, rhetorical, social, cultural and ideological functions of language, performance and media. The department offers a range of courses bound together by an interest in investigating the complex relationships among and between communication, culture and identity. Students learn a variety of methodologies for the qualitative analysis of communication: ethnographic and historical approaches, as well as approaches located in contemporary feminist theory, critical race theory, queer theory, critical media and cultural studies, and performance studies. The Communication Studies Department thus provides students with a strong critical and theoretical understanding of the ways in which social reality is constructed and challenged in and through communication patterns and practices.

The Communication Studies major requires a total of 11 courses (33 hours), comprised of 7 required courses (21 hours) and 4 elective courses (12 hours) in the major. The departmental curriculum is organized around three cognate areas that represent the distinct, yet interrelated areas of focus in the major: Rhetorical Traditions, Performing Culture, and Media & Culture. Each of these three areas is represented by one of the three COM Core Courses (75-203, 403, and 603) as well as a group of courses that represent further interventions into the cognate areas. Rhetorical Traditions Courses are located in the 75-200s and 75-300s (with the exception of 75-303, the general COM Special Topics course number). Performing Culture courses are located in the 75-400s and 75-500s. Media & Culture Courses are located in the 75-600s and 75-700s. Many students take an Academic Internship as one of their upper-level Communication Studies elective courses. Special Topics courses (75-303) and Independent Studies (75-95x) are also available.

All of the courses in the Communication Studies major involve a significant amount of writing, research, and creative work, but several courses even more explicitly engage in the teaching of writing, research, and creative methods and are designated as COM Writing Intensive Courses. In addition to two COM Foundation courses, three COM Core Courses, and four COM major electives, students also must complete at least one COM Writing Intensive Course and the COM Capstone Research Seminar.

Major in Communication Studies: 33 semester hours, including Communication Studies 75-133, 153, 203, 403, 603; one from 75-213, 413, 613, 783; 75-963 (Capstone); 12 additional hours of Communication Studies, five hours of which must be above the introductory level.

Minor in Communication Studies: 18 semester hours of Communication Studies, 12 hours of which must be above the introductory level.

See the Education Department for information regarding teacher certification in communication studies.

Communication Studies (COM)

75-133

INTRODUCTION TO COMMUNICATION STUDIES. This course introduces theoretical and critical perspectives relevant to the study of communication. A special focus on narrative theory, social constructionism, symbolic interactionism, semiotics, performance studies, cultural studies and other qualitative/interpretive research

methods enhances students' understanding of the role that communication plays in the construction and maintenance of culture and identity. COM Foundation course.

(H)

- 75-153 PUBLIC SPEAKING.** Through a wide variety of speaking formats, students will become more comfortable with the inherently uncomfortable situation of speaking to persuade before a critical audience. This introductory course approaches the speech of advocacy as a means of social analysis. COM Foundation course.
- 75-173 INTRODUCTION TO PERFORMANCE STUDIES.** See Theatre 73-173 and Feminist Studies 04-173. **(FAP)**
- 75-183 MEDIA AND ETHICS.** See Philosophy 18-143. **(H)**
- 75-203 RHETORICAL TRADITIONS.** Rhetoric is often thought of as the purview of scheming marketers and manipulative politicians, but it is in fact a rich and contested field that constitutes one of the oldest and most-studied arts in the Western tradition. This course moves from Plato to “culture jamming” and far beyond in its survey of classic, modern and contemporary rhetorical theories. COM Core Course. Prerequisites: Communication Studies 75-133 and 153. **(H)**
- 75-213 RHETORICAL CRITICISM.** This course critically engages diverse texts from a variety of theoretical orientations, analyzing speeches, pictures and various mass-mediated representations in order to produce critiques that employ a range of perspectives including feminist, critical race, psychoanalytic, and poststructuralist theories. COM Writing Intensive Course. Prerequisites: Communication Studies 75-133 and 153. **(H)**
- 75-233 RHETORICS OF RESISTANCE.** This course examines the ways in which rhetoric is used for social protest. It emphasizes historical and cultural contexts as it looks at how social movements use diverse rhetorical strategies to promote social justice. Prerequisites: Communication Studies 75-133 and 153, or consent of instructor. **(H)**
- 75-253 RHETORIC & DIVERSITY.** This course explores diversity as a topic and engaged practice in the U.S., including the ways diversity is politicized and engaged in relationships, the public sphere and/or the media. Core areas of exploration will include how bodies are read as texts of difference or sameness, how diversity is constructed within public spheres and how persons, institutions and other structures interrelate to shape understandings of social identities. Prerequisites: Communication Studies 75-133 and 153, or consent of instructor. **(H)**
- 75-273 RHETORICS OF HEALTH.** This class examines the intersections of communication and health by exploring topics such as mass media representations of health issues, communication patterns in health contexts, and the construction of identity through discourses of health and illness. Prerequisites: Communication Studies 75-133 and 153, or consent of instructor. **(H)**
- 75-403 COMMUNICATION, CULTURE, & SOCIAL JUSTICE.** This course introduces the foundational, historical and theoretical issues for the critical study of communication as social justice, examining critical race theories, feminist theories, queer theories, and postcolonial theories in order to establish a foundation for understanding the ways difference is communicated to achieve social justice. This course integrates questions of identity with those of justice, and thus requires a strong commitment to understanding self and other. COM Core Course. Prerequisites: Communication Studies 75-133 and 153. **(H)**
- 75-413 PERFORMING CULTURE.** This interactive, performance-based research seminar is designed to explore the dialogical relationship between culture and performance from a communication perspective. In general, the role of human action in (re) creating reality and identity and the functions and dynamics of performance in the communicative life of the individual and community will be examined. Prerequisites: Communication Studies 75-133 and 153. **(H)**
- 75-453 RACE, ETHNICITY, AND COMMUNICATION.** This course introduces critical race theory as it applies to the study of communication. In particular, it explores the

intersection of race/ethnicity, communication and media as it relates to issues of social justice and identity in America. These explorations shed light on the historical formation of racial and ethnic identities and their current social and personal relevance. The course integrates questions of identity with those of justice, economics and law, and will require a strong commitment to tolerance and self-reflection. Prerequisites: Communication Studies 75-133 and 153, or consent of instructor. **(H)**

75-473 **NATIONS AND COMMUNICATION.** This course offers a critical understanding of the roles communication and media have played in the constitution and dissolution of national identities. Special emphasis is placed on examining how the dynamic relationships among nations, resulting from increasing economic and technological ties, have engendered systems of national identities. With power at their core and mediated by information and culture, these systems of national identities are structured within local and global ways of knowing, feeling and acting that constitute the bases for connection (alliances) and separation (military and cultural wars). Prerequisites: Communication Studies 75-133 and 153, or consent of instructor. **(H)**

75-513 **ADVANCED PERFORMANCE STUDIES.** Prerequisites: Communication Studies 75-153 and 173. See Theatre 73-713 and Feminist Studies 04-713. **(FAP)**

75-523 **FEMINISM AND PERFORMANCE.** Prerequisite: Feminist Studies 04-103. See Theatre 73-723 and Feminist Studies 04-723. **(FAP)**

75-543 **DOCUMENTING THE OTHER.** This course examines communication and media practices used in the United States to document the lives, experiences and world-visions of others. Holding these practices together are differing views of “other” people who are identified as others by their sexual, gender, racial, geographical and/or class characteristics. The documenting practices explored are varied: anthropological writing, ethnographic documentary, hate speech, documentary photography, some instances of popular culture (comic-strips, reality television), news media and educational curricula. Besides its critical and theoretical components, the course is also hands-on, demanding that students creatively participate in the ethical documenting of another to help them develop a critical and ethical eye as well as learn the principles of social responsibility and technical challenges that are involved in documenting others. Prerequisites: Communication Studies 75-133 and 153, or consent of instructor. **(H)**

75-553 **DOCUMENTING THE SELF AND COMMUNITY.** This course examines some of the ways in which individuals and communities in the United States document their experiences, lives and world-visions. The documenting techniques studied include literary autobiography, comic strips, graffiti, film documentary and photography. As varied as these documenting practices are, they play a similar social function and are thus embedded in community-specific and historically-defined ideas about the self and about specific representational techniques. Prerequisites: Communication Studies 75-133 and 153, or consent of instructor. **(H)**

75-563 **COMMUNICATION, GENDER AND IDENTITY.** This course explores the role communication plays in the construction of identity and gender. Issues of identity and gender are analyzed and discussed as they are played out in interpersonal, public and mass media contexts. Prerequisites: Communication Studies 75-133 and 153, or consent of instructor. Also Feminist Studies 04-563. **(H)**

75-583 **COMMUNICATION AND BODY POLITICS.** “Body Politics” refers to the ways in which the human body has a political history. The human body has been conceptualized, represented and interpreted differently at various times and in various places over the course of human history. There are signs and signals indicating the way in which the body is produced, inscribed, replicated and often disciplined. Using feminist theories and communication theories, this course examines body politics in various contexts such as medicine and healing, the prison system, gender roles and body modification (i.e. piercing and tattooing). Prerequisites: Communication Studies 75-133 and 153, or consent of instructor. Also Feminist Studies 04-653. **(H)**

75-603 **MEDIA AND CULTURE.** This course provides an introduction to the critical

cultural study of the political economy, history and functions of the major institutions involved in the production of mass media communication. Special emphasis is placed on the standard production practices of mass media industries that produce the media texts that permeate everyday life within contemporary mass society: newspapers, radio, sound recordings, television, film, books, advertisements, public relations and the Internet. With a secondary emphasis on regulation, public policy, media ethics, and media and cultural studies research, the course also explores how these institutionalized communication practices and organizations interrelate with other social institutions such as the government, the judiciary, education, business and public interest groups. COM Core Course. Prerequisites: Communication Studies 75-133 and 153. **(H)**

- 75-613 JOURNALISM.** This writing-intensive course considers the character, purposes and subject matter of documentary nonfiction narrative, with a special emphasis on the processes of writing, critiquing and revising student-produced feature articles for newspapers and magazines. COM Writing Intensive Course. Prerequisites: Communication Studies 75-133 and 153, or consent of instructor. **(H)**
- 75-633 RACE, POLITICS, AND THE MEDIA.** This class explores the complex political dynamics of race relations as constructed in the media. Rhetorical methods are used to study contemporary media coverage of race in historical and contemporary contexts. Prerequisites: Communication Studies 75-133 and 153, or consent of instructor. **(H)**
- 75-653 NEW LATIN AMERICAN CINEMA.** This course provides a historical and critical perspective on the social conditions, philosophical-aesthetic positions, narrative strategies and particular national histories of New Latin American Cinema (NLAC), a form of filmmaking that originated in Latin America in the 1950s in reaction to Hollywood practices and emphasized the social and political dimensions of cinema. Often called Third Cinema, NLAC became quite relevant to the Latin American and Third World cultural environments from the 1960s on, where it became equated to “revolutionary cinema” that used a radical aesthetics to express the reality of oppression and the possibility of freedom in nationally specific ways. Prerequisites: Communication Studies 75-133 and 153, or consent of instructor. **(H)**
- 75-673 FILM STUDIES.** This course introduces students to critical, analytical and theoretical approaches to the study of film. To explore the complex role that cinema has played in American mass society since the early 20th century, special emphasis is placed on the study of institutional practices at all levels of the production, distribution, and exhibition of films as well as the “ways of seeing” and the “ways of doing” that guide both filmmakers and audiences who use film as a communication medium. (Summer) **(H)**
- 75-743 COMMUNICATION, TECHNOLOGY AND CULTURE.** This course explores the multi-layered historical and contemporary interplay of culture, communication and technology. The course constructs a systematic picture of how and why oral, manuscript, print, electric, electronic and digital media have been introduced, articulated and maintained in specific cultural contexts, placing special emphasis on the ways that cultures shape their media and the ways that media shape their cultures. Prerequisites: Communication Studies 75-133 and 153, or consent of instructor. **(H)**
- 75-783 VISUAL COMMUNICATION.** This course explores approaches to the production and analysis of visual media texts that have emerged in the fields of visual communication, media studies, visual culture and cultural studies. Critical attention is directed to the major products of mass media industries—especially advertisements, film, fiction/nonfiction television programs and Web sites—but also to popular forms of photography, desktop publishing, multimedia, technical illustrations and educational materials. Writing and production techniques are incorporated through individual and group projects and culminate in the collaborative production of student website projects. Prerequisites: Communication Studies 75-133, 153, 603. **(H)**
- 75-963 CAPSTONE RESEARCH SEMINAR.** This course requires students to integrate and extend work done throughout the Communication Studies major by

producing a significant research project or creative work project within the context of a specific course topic. Offered every Fall and Spring. Topics and instructors vary. Prerequisites: Communication Studies 75-133, 153, 203, 403, and 603.

75-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in content.
75-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in content.
75-901, 902, 903, 904	TUTORIAL.
75-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken on a Pass/D/F basis. May be repeated with change in content, but no more than six hours of Internship credit will count towards the major.
75-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change in content, but no more than six hours of Independent Study credit will count towards the major.
75-983	HONORS. By invitation only. Satisfies the Capstone Experience for the major.

ECONOMICS AND BUSINESS DEPARTMENT

Division of Social Sciences

Associate Professor John E. Delaney, PhD, Chair
Professor Dirk W. Early, PhD
Professor Kenneth D. Roberts, PhD
Professor A.J. Senchack, Jr., PhD
Professor Mary E. Young, PhD
Associate Professor Emily M. Northrop, PhD
Associate Professor Don M. Parks, PhD
Associate Professor Fred E. Sellers, PhD
Assistant Professor Mary Grace Neville, PhD
Visiting Instructor Andrew Ross, MBA
Professor Ira Dolich, PhD (spring only - part-time)
Assistant Professor Dean Olson, JD, DMin (part-time)
Assistant Professor Raymond McLeod, PhD (part-time)
Instructor Rebecca Pearson, CPA (part-time)

The Economics and Business Department works toward a three-fold objective: first, to provide students with a broad understanding of the nature of economic forces and institutions; second, to prepare students with skills needed for entry into the job market; and third, to equip students with the knowledge and skills needed for success in graduate school. Students elect to work toward a Bachelor of Arts degree with a major in Economics, Accounting or Business. Paired majors and major-minor combinations within the department are also available. Students pursuing a paired major in Economics and Business or Economics and Accounting may count Economics 31-013 and 31-103 toward both majors. The same double counting is also allowed for major-minor combinations within the department. Students who intend to go to graduate school should discuss additional course recommendations with their advisers.

NOTE: A minimum grade of C- must be earned in any course if it is to count as a prerequisite for a subsequent Accounting, Business or Economics course.

Special support for the library collection in Economics is provided by a memorial fund in honor of Dr. L.H. Merzbach, contributed to Southwestern University by the late Dr. Margaret Kober Merzbach and Dr. Uta Merzbach.

Major in Economics: 30 semester hours, including Economics 31-013, 103, 223, 233, 314, 963 (Capstone); 31-533 or 623; at least eight additional hours of Economics, two hours of which must be above the introductory level. Those planning on graduate study in Economics should discuss the additional mathematical requirements with their adviser.

Required supporting courses in the Economics major: Seven semester hours, including Mathematics 52-113, 154. Those not ready for calculus should first take Mathematics 52-123. An internship (Economics 31-943) is strongly recommended.

Minor in Economics: 21 semester hours, including Economics 31-013, 103; 31-223 or 233; Mathematics 52-113; nine additional hours of Economics above the introductory level.

Major in Business: 42 semester hours, including Accounting 36-113, 123; Business 30-313, 323, 473, 483, 993 (Capstone); Economics 31-013, 103, 213; 12 additional hours above the introductory level in Accounting, Business or Economics.

Required supporting courses in the Business major: Seven semester hours, including Mathematics 52-113, 154. Those not ready for calculus should first take Mathematics 52-123. Those planning on graduate study should also take Mathematics 52-253.

Minor in Business: 27 semester hours, including Accounting 36-113, 123; Business 30-313, 473, 483; Economics 31-013, 103, 213; Mathematics 52-113.

Major in Accounting: 45 semester hours, including Accounting 36-113, 123, 203, 213, 313, 323, 523, 993 (Capstone); Business 30-313, 323, 473, 483; Economics 31-013, 103, 213.

Required supporting courses in the Accounting major: Seven semester hours, including Mathematics 52-113, 154. Those not ready for calculus should first take Mathematics 52-123. Those planning on graduate study should also take Mathematics 52-253.

Certified Public Accountant (CPA) Examination: To qualify for the CPA Examination, Texas state law requires students to go beyond the major by completing a total of 150 credit hours of college work including 30 upper level hours of Accounting. To fulfill this requirement, students may take Accounting 36-333, 533, 763 and 923. Texas state law also requires CPA candidates to complete a course in ethics that is approved by the Texas State Board of Public Accountancy. Students can fulfill this requirement by taking Business 30-363. Also recommended but not required for the CPA track are Business 30-733, 743, 993 and Economics 31-314.

Economics (ECO)

- 31-013** **PRINCIPLES OF MACROECONOMICS.** A study of the general characteristics of economic systems, and the principles and problems related to unemployment, inflation and economic growth. Monetary and fiscal policy are emphasized. (SeS)
- 31-103** **PRINCIPLES OF MICROECONOMICS.** Principles and problems related to the determination of prices, the economics of the firm and the distribution of income. (ScS)
- 31-213** **MONEY, BANKING AND FINANCIAL MARKETS.** Nature and structure of financial markets, monetary theory and policy, the regulation of financial institutions, international finance. Prerequisites: Economics 31-013 and 103. (Fall)
- 31-223** **INTERMEDIATE MICROECONOMIC THEORY.** Intermediate economic theory relating to the analysis of price and value, production, distribution of income and economic welfare. Prerequisites: Economics 31-013 and 103 and Mathematics 52-154, or permission of instructor.
- 31-233** **INTERMEDIATE MACROECONOMIC THEORY.** Intermediate economic theory relating to the analysis of employment, inflation, economic growth and the balance of payments. Prerequisites: Economics 31-013 and 103. (Spring)
- 31-314** **ECONOMETRICS.** Quantitative and qualitative research methods for economic problems. Research design, data collection and statistical analysis of cross-sectional and time series data are covered. A major research paper and a weekly computer lab are required. Prerequisites: Economics 31-223, 233 and Mathematics 52-113, or permission of instructor. (Fall)
- 31-323** **ENVIRONMENTAL ECONOMICS.** Economic theories and policies regarding protecting or restoring the environment and conserving natural resources. Prerequisite:

- Sophomore standing. Also Environmental Studies 49-323. (Spring) (ScS)
- 31-433 PUBLIC ECONOMICS.** Deals with the justification for government activities, the design of programs consistent with these justifications, and the effects of major existing and proposed expenditure programs and taxes. Prerequisites: Economics 31-013 and 103, and Mathematics 52-113. Economics 31-223 is recommended.
- 31-443 ECONOMIC DEVELOPMENT.** A survey of the less developed countries of the world and how the economic system of each affects people's lives. Each student chooses a country which they investigate in depth, and the course proceeds to develop the historical and economic dimensions of the world system in which these countries exist. Major topics are (1) history and colonialism; (2) population, especially the interactions among economic change, social change, population and the environment; (3) agriculture, rural-urban interactions, the role of women and migration; (4) the neo-liberal model of economic development and its critics. A major purpose of the course is to impart an understanding of the controversies surrounding these issues through readings written by leading scholars in the field. Prerequisite: Economics 31-013 or 103, or permission of instructor. Also Environmental Studies 49-453. (IP)
- 31-473 FINANCE.** Prerequisites: Accounting 36-123, Economics 31-213, and Mathematics 52-113. See Business 30-473. (Spring)
- 31-513 GENDER, RACE AND CLASS.** A seminar on the role of gender, race and class in determining economic outcomes. This course will examine theories, evidence and policy implications from an economic perspective, with the greatest emphasis being placed on the United States and other industrialized economies. Prerequisite: Economics 31-223 or 433, or permission of instructor. Also Feminist Studies 04-513. (Fall)
- 31-533 ECONOMIC HISTORY OF THE UNITED STATES.** A review of the economic development of the United States. Prerequisite: Sophomore standing. (ScS)
- 31-563 INTERNATIONAL ECONOMICS.** The theory of comparative advantage, analysis of commercial policy and principles of international finance. Prerequisites: Economics 31-013 and 103.
- 31-573 U.S. POVERTY AND INEQUALITY.** An examination of poverty and the inequality of income and wealth with an emphasis on antipoverty policies. Prerequisites: Economics 31-013 and 103.
- 31-623 HISTORY OF MODERN ECONOMIC THOUGHT.** Historical survey and critical examination of leading schools of economic thought. Prerequisites: Economics 31-013 and 103.
- 31-643 THE CHINESE ECONOMY.** This course will explore the massive changes in China's economic structure during the 20th Century, including the period before 1949 and the socialist period of Mao Zedong, but especially the post-1978 economic reforms. Students familiar with China will gain a better understanding of the economic issues accompanying China's transitions, while students familiar with theories of economic development will see the application of these theories within the context of China. Prerequisite: Economics 31-013 or 103, or permission of instructor.
- 31-963 SEMINAR IN ECONOMICS.** Capstone course required of all majors and recommended for minors. Topics vary from year to year, but generally will involve group and/or individual research projects. A comprehensive examination in economics also is usually included.

31-001, 002, 003, 004
 31-301, 302, 303, 304
 31-901, 902, 903, 904
 31-941, 942, 943, 944
 31-951, 952, 953, 954
 31-983

SELECTED TOPICS. May be repeated with change in topic.
SELECTED TOPICS. May be repeated with change in topic.
TUTORIAL.
ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
INDEPENDENT STUDY AND RESEARCH.
HONORS. By invitation only.

Accounting (ACC)

- 36-113** **FUNDAMENTALS OF FINANCIAL ACCOUNTING.** An introduction to financial accounting concepts and techniques, with emphasis on the accounting model, financial statements and financial information systems. No previous knowledge of accounting is assumed. (Fall) (ScS)
- 36-123** **FUNDAMENTALS OF MANAGERIAL ACCOUNTING.** An introduction to cost accounting and managerial accounting concepts and techniques, with emphasis on development, analysis and uses of accounting information, including financial statement analysis and cash flow reporting. Prerequisite: Accounting 36-113. (Spring)
- 36-203** **INTERMEDIATE ACCOUNTING I.** An in-depth study of financial accounting principles, standards and techniques. Covers financial statements, cash, receivables, inventory, plant assets, intangible assets and investments. Special attention is paid to underlying accounting theory. Prerequisite: Accounting 36-123. (Fall)
- 36-213** **INTERMEDIATE ACCOUNTING II.** A continuation of the study of financial accounting, emphasizing coverage of specific accounting issues, including leases, pensions, corporate owners' equity, the statement of cash flows, accounting for income taxes and earnings per share. Prerequisite: Accounting 36-203. (Spring)
- 36-313** **COST ACCOUNTING.** An in-depth study of the concepts and techniques of cost accounting and managerial accounting, including job order costing, process costing, variable costing, standard costs and variances, and management uses of accounting information for decision-making purposes. Prerequisite: Accounting 36-123. (Spring)
- 36-323** **TAXATION.** Study of the taxation of income of individual taxpayers: includability or excludability of various types of income, deductibility of costs and expenses, capital gains and losses, and preparation of returns. Prerequisite: Accounting 36-123.
- 36-333** **GOVERNMENTAL AND NONPROFIT ACCOUNTING.** Study of accounting techniques and requirements peculiar to governmental and private, not-for-profit concerns. Prerequisite: Accounting 36-123.
- 36-523** **AUDITING.** Study of auditing concepts, standards, objectives and procedures. Includes internal control evaluation, audit reports, evidence, statistical sampling, professional responsibilities and generally accepted auditing standards. Prerequisite: Accounting 36-213 and senior standing.
- 36-533** **ADVANCED FINANCIAL ACCOUNTING.** Study of the accounting for partnerships, branches, business combinations and consolidated financial statements. Prerequisite: Accounting 36-213.
- 36-763** **FINANCIAL STATEMENT ANALYSIS.** Application of accounting information to financial decision-making. Students learn to assess the financial strengths and weaknesses of corporations; to measure operating and financial performance using financial statements and cash flows; and to construct pro forma financial statements and forecasts of sales and earnings. Other topics may include analyzing business strategies; analyzing mergers and acquisitions; estimating a firm's cost of capital and valuing financial assets. Prerequisite: Business 30-473 or Economics 31-473. Also Business 30-763.
- 36-923** **ADVANCED AUDITING.** A continuation of the topics introduced in Accounting 36-523. This course includes a study of specific areas relevant to the practice of professional auditing, including fraud, forensic accounting and internal auditing. Emphasis is placed on relevant professional standards. Prerequisites: Accounting 36-523 and permission of instructor. (Spring)
- 36-993** **ACCOUNTING THEORY.** Study of current issues that involve both accounting theory and accounting practice. May be repeated when topics vary. Counts as accounting capstone. Prerequisites: Accounting 36-213, senior standing and permission of instructor.

36-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
36-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic.
36-901, 902, 903, 904	TUTORIAL.
36-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
36-951, 952, 953, 954	INDEPENDENT STUDY AND RESEARCH.
36-961, 962, 963	SEMINAR.
36-983	HONORS. By invitation only.

Business (BUS)

30-313	FOUNDATIONS OF BUSINESS I. A study that integrates traditional macro issues in management, marketing and operations, including production systems, organization structure and design, and market segmentation and strategy. High performance work systems and total quality management approaches provide integrating frameworks. Prerequisites: Economics 31-013, 103 and prior or concurrent enrollment in Accounting 36-113. (Fall)
30-323	FOUNDATIONS OF BUSINESS II. A study that integrates traditional micro issues in management, marketing and operations, including leadership, reward systems, group effectiveness, pricing, promotion, consumer behavior and statistical quality control. High performance work systems and total quality management approaches provide integrating frameworks. Prerequisite: Business 30-313. (Spring)
30-353	LEADERSHIP IN ORGANIZATIONS: ADVANCED THEORY AND APPLICATIONS. This course reviews and critiques the main areas of leadership theory, reflecting results from more than 5,000 published scholarly studies. Students gain further understanding by applying theories to case studies, and develop the ability to recognize and evaluate leadership literature, issues and situations. Heavy emphasis on preparation prior to class and in-class discussion. Prerequisite: Business majors - Business 30-323. Other majors - advanced standing in major and senior hours or permission of instructor.
30-363	BUSINESS ETHICS AND SOCIAL RESPONSIBILITY. Required for accounting majors who seek CPA certification. This course seeks to develop students as virtuous business leaders in society by challenging norms, evaluating assumptions and systematically crystallizing personal moral imperatives. The course fosters ethical reasoning and distinguishes between legal and social obligation. Topics include integrity, objectivity, independence and other core values. Advanced critical thinking and self reflection capabilities necessary for success. Prerequisites: Business 30-323 or permission of instructor. (Fall)
30-473	FINANCE. Analysis and application of the principles of managerial finance, especially the valuation of financial assets, capital budgeting and financial planning. Proficiency is gained in the application of calculators and computer spread sheets to financial analysis. Prerequisites: Accounting 36-123, Economics 31-213 and Mathematics 52- 113. Also Economics 31-473. (Spring)
30-483	BUSINESS LAW. The role of law in society; introduction to legal reasoning, the judicial process and other areas of law. The study of contracts, agency and partnerships. Junior standing preferred. Prerequisites: Accounting 36-123 and Business 30-313.
30-543	ORGANIZATIONAL BEHAVIOR. A study of the process of management focused on the behavioral approach to management of modern business organizations with emphasis on individual, group, intergroup and total organizational behavior. Communications, leadership styles, perceptual differences and motivation in organizations are stressed. Prerequisites: Junior standing and Business 30-323.
30-553	ORGANIZATION THEORY AND DESIGN. This course stresses the organization level of analysis. Organization effectiveness, structure, control systems, technology and culture are concepts included. Prerequisites: For business majors: Business 30-323; for sociology majors: Sociology 34-113. Also Sociology 34-343.
30-563	ENTREPRENEURSHIP. A study of entrepreneurs and new venture planning. Students are exposed to problems and successes of those who have started businesses,

as well as the variety of scholarly literature concerning entrepreneurs. Students research a potential business and create a business plan appropriate for financing and startup. Prerequisites: Accounting 36-123, Business 30-323, and Business 30-473 or Economics 31-473.

- 30-573** **CONTEMPORARY ISSUES IN BUSINESS.** Study of a recent business history is used to illustrate detailed, concrete issues facing businesses. The evolution of management thought is reviewed, especially theories related to experiences described in the business history. Students conduct literature reviews and investigate businesses to determine the applicability of theories to the real world. Prerequisite: Business 30-323.
- 30-733** **INVESTMENTS.** Principles of portfolio management and institutional investment analysis; various theories of the securities markets and their relation to the economy; the relation between investment theory and corporate investment; relation of investment to corporate capital structure; the role of investment banking in the financial system. Prerequisites: Business 30-323 and Business 30-473 or Economics 31-473, or permission of instructor.
- 30-743** **INTERNATIONAL BUSINESS.** This course develops a conceptual framework for making business decisions in a globally competitive company. This framework requires an understanding of an environment that has different cultures and values, multiple foreign currencies, alternative capital markets, and country and political risks. The first part of the course focuses on the multinational firm's operating environment, which is composed of country factors (political and economic systems and socio-cultural factors), and global trade, financial and investment markets. The second part of the course focuses on the individual firm's global strategy and functional operations, such as management, marketing and human resource management. Prerequisites: Business 30-323 or permission of instructor.
- 30-763** **FINANCIAL STATEMENT ANALYSIS.** Prerequisites: Business 30-323, and Business 30-473 or Economics 31-473. See Accounting 36-763.
- 30-993** **STRATEGIC MANAGEMENT.** Capstone course that focuses on top management and the total organization. Three approaches are used to accomplish course goals: theories that integrate functional, business, and corporate level strategies are explored; case analysis is performed; and operation of computer simulated businesses demonstrates the dynamic nature of strategic management. Prerequisites: Business 30-323, Business 30-473 or Economics 31-473, and Business 30-483.

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- 30-001, 002, 003, 004** **SELECTED TOPICS.** May be repeated with change in topic.
- 30-301, 302, 303, 304** **SELECTED TOPICS.** May be repeated with change in topic.
- 30-901, 902, 903, 904** **TUTORIAL.**
- 30-941, 942, 943, 944** **ACADEMIC INTERNSHIP.** Must be taken Pass/D/F.
- 30-951, 952, 953, 954** **INDEPENDENT STUDY AND RESEARCH.**
- 30-961, 962, 963** **SEMINAR.**
- 30-983** **HONORS.** By invitation only.

EDUCATION DEPARTMENT

Division of Social Sciences

Associate Professor Michael Kamen, PhD, Chair
Professor James W. Hunt, EdD
Professor Jacqueline E. Muir-Broaddus, PhD
Associate Professor Sherry E. Adrian, PhD
Associate Professor Sharon C. Johnson, EdD
Associate Professor Stephen Marble, PhD
Associate Professor Alicia Moore, PhD
Instructor Patti Baran, MEd (part-time)

The Education Department at Southwestern recognizes that education is the vehicle upon which the world's future rides and that the preparation of culturally responsive teachers for tomorrow's classrooms is vitally important. We believe that a strong foundation in the liberal arts is critical to the preparation of excellent teachers. Course work in Southwestern's General Education Program, and in the content fields for secondary certification, is provided outside the Education Department.

Courses within the Education Department are designed to provide a philosophical and theoretical basis for teaching. In addition, courses are provided which develop a knowledge of teaching methodology that is based on current research. These courses emphasize developmental characteristics of the learner, learning theories, diverse learners and assessment. Analytic, creative and evaluative thinking skills are taught and modeled in courses in order to produce lifelong learners who are skilled in the problem solving so necessary in the world of today and tomorrow. Strong, early field experiences and a closely supervised student teaching placement are integral components of the program. After graduation, during the first critical year of teaching, the Education Department provides assistance through the S.O.S. (Semester of Support) program. Graduates in their first year of teaching return to campus to exchange ideas, receive technical assistance from the department faculty, and engage in program evaluation of the Teacher Certification Program. S.O.S. also provides on-site technical support to graduates during their first year of teaching.

Southwestern University has received the rating of "Accredited" under the Accountability System for Educator Preparation. This rating is issued by the State Board of Educator Certification under the authority of Section 21.045, Texas Education Code. Accreditation ratings are based on the performance standards established by the State Board and are issued annually to each educator preparation program in Texas. The standards represent successful performance by the program's candidates on the examinations required for certification as an educator. Southwestern's first-time test takers had a 98 percent pass rate in 2003-2004, while the cumulative pass rate for 2001-2004 was above 99 percent.

Southwestern University and the local Georgetown Independent School District have a collaborative relationship through our state recognized Center for Professional Development and Technology (CPDT). Local schools provide classrooms for university class meetings so that students seeking teacher certification benefit from learning in the context of public schools.

Degrees are awarded by Southwestern University, while certification is awarded by the State of Texas. Therefore, a student may seek certification upon completion of any degree, the completion of a state-approved teacher certification program and the receipt of a satisfactory score on the TEXES examinations. Students seeking elementary/middle school certification major in Education and choose either Primary (Pre-K-4) or Intermediate (4-8) level teacher certification. Students who major in Education and who are seeking the 4-8 certification must choose a content area from the following: language arts, math, science, math/science combination or social studies. Students seeking secondary or all-level certification major in a subject field such as history, English, mathematics, etc. Specific information on courses required for elementary, intermediate, secondary and all-level certification programs is listed in the following pages.

Teacher certification standards are established by the State Board for Educator Certification. Any change in these standards must be reflected in Southwestern's certification requirements; therefore, any modification in the state law affecting certification requirements takes precedence over statements in this catalog.

In completing the requirements for their respective degree programs, students must meet the requirements necessary for Texas teacher certification as well as the requirements of Southwestern. Exemption from a University graduation requirement may not satisfy state certification requirements.

Completion of a degree with teacher certification may require an extra semester of work. In fall of the senior year, placement in a field-based program will require students to return to Georgetown prior to the beginning of public school, which usually precedes the start of Southwestern University classes.

The capstone experience for those majoring in Education consists of successful completion of the student teaching requirements. The capstone for those seeking secondary certification will be in their major area of study. In addition, they will complete student teaching requirements.

Existing certification programs include elementary/primary (pre-K-grade 4), elementary/intermediate (grades 4-8), secondary (grades 8-12) and all-level (health, music, physical education and generic special education). Students earning secondary certification typically complete a minimum of a 30-hour major in their certification content area (e.g. math, biology, history, English, Spanish, kinesiology, etc.) and 42-51 hours of professional education and supporting courses (including a full semester of student teaching). The 42-51 hours of professional education and supporting courses may also be used to meet the requirements for an Education minor and some of these courses may be used to satisfy general university requirements.

Admission to Teacher Certification Program

Admission to the University and admission to the Teacher Certification Program are two separate entities. The requirements for admission to teacher education at Southwestern University are as follows:

1. A grade point average of 2.5 or above on a minimum of 60 semester hours of work completed.
2. A grade of at least “C-” in an English composition course.
3. Satisfactory scores on the Texas Higher Education Assessment (THEA) tests or approved exemption.
4. Proof of professional insurance for student teachers through membership in a statewide teacher organization.
5. Completion of an interactive, sustained intercultural experience, including no fewer than 20 hours (in some cases two experiences may be used to accumulate the required hours). The experience must be over an extended time period (typically one semester). Some students may need to choose a summer experience, due to scheduling constraints. If a summer experience is chosen, it must be at least 3 weeks in duration. Most students will participate in this intercultural experience prior to their junior year. Regardless of whether the experience is completed locally, out of state or in another country, the experience should represent a significant “stretch” for the applicant. Students must submit a proposal prior to engaging in the experience. Proposals must be submitted and approved by the Education Department by the following dates: For a Summer experience – noon on the Friday before spring break; for a fall experience – noon on the Friday before spring break; for a spring experience – noon on the Monday following the Thanksgiving holiday. Typical course requirements such as field placements and observations do not fulfill this requirement. Special programs that include educational components such as the Jamaica and Innovative Schools programs may fulfill this requirement, if the student’s proposal meets the requirements. Students are required to keep a journal that documents and reflects on the selected experience. Post-experience reflection papers must be submitted to and approved by the department faculty in order to finalize this admission requirement. Final reflection papers are due by December 1 for fall experiences, May 1 for spring experiences and September 1 for summer experiences. Specific guidelines may be obtained in the Education Department, Mood-Bridwell Hall, room 235.

If an applicant is denied admission to the Teacher Certification Program, he or she may appeal. This appeal process is initiated by contacting the Chair of the Education Department.

Courses which may be taken while seeking admission to the Teacher Certification Program are EDU 40-311, 40-313, 40-483, 40-553, 40-593, 43-403, 43-473, 44-643, 44-653, 45-733. No other professional Education courses may be taken until after admission to the Teacher Certification Program. *Prerequisites for 45-733 are completion of at least 45 semester hours with a 2.5 grade point average. The prerequisite for 40-593 is a minimum of six hours in Education.

State Competency Testing Requirements

In order to be admitted to the Teacher Certification Program, students must pass or be exempted from all parts of the Texas Higher Education Assessment (THEA). The THEA is offered six times each year. Registration booklets are available in the Education Department or online.

In order to be recommended for the initial TExES teacher certification or additional teaching fields, all persons shall be required to achieve a satisfactory level of performance on one or more examinations contained in the Texas Examinations of Educator Standards (TExES). Students may register for the TExES during their student teaching semester by obtaining approval from the Teacher Certification Officer in the Education Department. Approval will be given to students attending Southwestern University who have (1) taken a TExES practice exam in their field-based semester, (2) demonstrated satisfactory performance on each component of the *Disposition Toward Teaching* evaluation, which may include satisfactory completion of a professional growth plan, (3) completed all degree requirements other than student teaching and its co-requisites, and (4) are performing satisfactorily in their student teaching placement. Southwestern University's Certification Officer may deny any student permission to test if it is determined that the student is performing unsatisfactorily in his or her student teaching placement.

No student will be allowed to take more than two teacher certification exams on one test date. Students seeking teacher certification in grades PreK-4 must take two state exams: Pedagogy and Professional Responsibilities (EC-4) and Generalist (EC-Grade 4).

Students seeking teacher certification in grades 4-8 must take two state exams: Pedagogy and Professional Responsibilities (4-8) and the chosen content area (language arts, social studies, math, science or math/science).

Students seeking teacher certification in grades 8-12 must take two state exams: Pedagogy and Professional Responsibilities (8-12) and the major content area (see Academic Specialization below for secondary certification).

Students seeking teacher certification in special education must take two state exams: Generic Special Education (EC-12) and PPR (EC-12). This certification is not a stand alone certification and must be completed in addition to either elementary or secondary certification. All students seeking Generic Special Education certification must have at least one content area of 24 hours to be considered a "qualified teacher" by federal mandates. The following areas meet this requirement: EC-4 Generalist, 4-8 Language Arts, 4-8 Math, 4-8 Math/Science, 4-8 Science, 4-8 Social Studies, and 8-12 certification in English, math, life science, physical science, history or social studies.

Students seeking certification in Spanish or French for grades 8-12 must take three exams: Pedagogy and Professional Responsibilities (8-12), Spanish (8-12) or French (8-12), and Texas Oral Proficiency Test (TOPT).

The TExES is offered four times each year. Both the THEA and the TExES are prescribed by the Texas Education Agency.

Student Teaching

Student teaching normally will be taken during the last semester. Student teaching requires full days in public schools for a minimum of 12 weeks in accordance with the calendar of the school district. When the calendar of the school district does not coincide with Southwestern's calendar and dormitories are closed, student teachers will be required to find housing accommodations off campus and will be assisted in doing so, if necessary. Preliminary application for student teaching will be completed in the spring semester of the junior year. Final applications for student teaching are required by October 15. Final admission to student teaching requires an overall grade point average of 2.5 and (1) completion of the appropriate TExES practice exams, (2) demonstrated satisfactory performance on each component of the *Disposition Toward Teaching* evaluation, which may include satisfactory completion of a professional growth plan, (3) completion of all degree requirements other than student teaching and its co-requisites prior to the student teaching semester. Students denied admission to student teaching may appeal by contacting the Chair of the Education Department.

Grade Standards

Required education and advanced courses in a teaching field must record a grade of "C+" or better. A grade of C or below will be reviewed by the department and may require repeating the course and performing at the level of C+ or better or an approved alternative.

Certification Programs

All students interested in pursuing Texas teacher certification may obtain detailed descriptions of each certification program from the Education Department. Interested students are strongly encouraged to contact a member of the Education Department, even if they are assigned to another adviser. Doing so will allow them to receive current information on the new certification programs and guidance in selecting other courses which are aligned with state certification requirements.

Education (EDU)

Major requirements common to all majors in Education: 48 semester hours, including Education 40-493, 553, 593, 813; Education 42-553, 743, 753, 763, 773; Education 43-443; Education 45-723, 733, 773, 783; Psychology 33-223, 333.

Required supporting courses common to all majors in Education: 12-15 semester hours, including Education 43-403; Mathematics 52-103 (meets the University mathematics requirement); Physics 53-033 or 053; Psychology 33-103. In addition, History 16-753 is required for students who did not attend high school in Texas.

Additional requirements for PreK-4 certification: 18-19 semester hours, including Education 42-803; Education 43-473; Education 44-643, 653, 803; one course from Mathematics 52-113, 123, 154, Biology, Chemistry, or Physics. The Capstone experience is fulfilled by the student teaching requirement (Education 42/44-803).

Additional requirements for all 4-8 certifications: 12 semester hours, including Education 41-703; Education 42-806; Education 45-763. The Capstone experience is fulfilled by the student teaching requirement (Education 42-806).

Additional requirements for 4-8 certification with Mathematics content area: 19 semester hours, including Mathematics 52-113, 123, 154; two from Computer Science 54-143, Mathematics 52-253, 403.

Additional requirements for 4-8 certification with Science content area: 26- 27 semester hours, including Biology 50-113, 143; Chemistry 51-053; Physics 53-033, 053, 114, 124; one course from Mathematics 52-113, 123, 154;.

Additional requirements for 4-8 certification with Math/Science combination content area: 22-23 semester hours, including Biology 50-113, 143; Mathematics 52-113; Mathematics 52-123 or 154; Physics 53-033, 053, 114.

Additional requirements for 4-8 certification with Language Arts content area: 9-10 semester hours, including English 10-173; one English course above the introductory level with a significant writing component; one from Mathematics 52-113, 123, 154, Biology, Chemistry or Physics.

Additional requirements for 4-8 certification with Social Studies content area: 18-19 semester hours, including Anthropology 35-103; History 16-013, 023, 223; one from History 16-093, 233, 413, 463, 503; one from Mathematics 52-113, 123, 154, Biology, Chemistry or Physics.

Secondary Certification Program

Professional Development requirements common to all secondary certifications: 33 semester hours, including Education 40-493, 553, 593 813; Education 41-703, 753, 803; Education 43-443; Education 45-763; Psychology 33-223, 333.

Additional requirements common to all secondary certifications: Six semester hours, including Education 43-403; Psychology 33-103.

Academic Specialization

Students seeking secondary certification must major in one of the following approved content areas. Typically, majors and the additional requirements are sufficient for meeting the minimum semester

hours required for teacher certification. Some teaching fields may be more employable than others, depending on the local and state needs; therefore, some students are strongly recommended to select a second teaching field to increase their employability. In order to be considered “Highly Qualified” by the No Child Left Behind Act, a second teaching field must include a minimum of 24 semester hours which is typically more than most minors in a content area. Students seeking secondary certification must meet the selected major requirements and teacher certification requirements. Students are strongly advised to consult the catalog for their major and the Education Department section to determine the professional development certification courses required.

Art (See Major in Studio Art and Additional Requirements for the Studio Art Major)

Communication Studies (See Major in Communication Studies)

Computer Science (See Major in Computer Science BA or BS and required supporting courses in the Computer Science major)

English (See Major in English) and Education 45-723

French (See Major in French)

Generic Special Education (PreK-12) 43-403, 413, 423, 433, 443, 453, 463, 473 (Note: In order to be considered “Highly Qualified” under the No Child Left Behind Act, students seeking secondary certification in Generic Special Education must major in another approved content area. Content areas that are most relevant are: English, Mathematics, Life Science, Physical Science, History, Composite Social Studies or Composite Science. Students wishing to teach Adaptive Physical Education should major in Kinesiology and seek certification in General Special Education.)

History (See Major in History and Additional requirements for the History major) and Education 42-553

Latin (See Major in Latin)

Life Science (See the Major in Biology BA or BS and required supporting courses in the choice of degree) and Education 42-743.

Mathematics (See the Major in Mathematics) and Education 42-753

Physical Education (See the Major in Kinesiology) and Kinesiology 48-523. Students wishing to teach Adaptive Physical Education should major in Kinesiology and seek certification in General Special Education.

Physical Science (See the Major in Chemistry or Physics (BA or BS)) and Education 42-743

Spanish (See the Major in Spanish)

Theatre (See Major in Theatre BFA or BA)

Composite Science Major:

Biology 50-102, 112, 122, 162, 143; Chemistry 51-153/151, 51-163/161; Education 42-743; Physics 53-033, 053, 154, 164; 12 additional hours of approved courses above introductory level in Biology, Chemistry, and/or Physics.

Composite Social Studies Major:

Economics 31-013, 103; Education 42-553; History 16-753, 854; two from History 16-223, 233, 413, 453, 463, 503; one from History 16-013, 093; one from History 16-023, 063, 073; six additional hours of History above the introductory level; Political Science 32-113; Sociology 34-352; three additional hours of Economics above the introductory level; three additional hours in Political Science above the introductory level; four additional hours in Economics, Political Science, or Sociology above the introductory level.

Interested students are strongly encouraged to contact a member of the Education Department, even if they are assigned to another adviser. Doing so will allow them to receive current information on the new certification programs and guidance in selecting courses which are aligned with state certification requirements.

Alternate Certification

Graduates of Southwestern University may seek teacher certification through our Alternate Certification program. The Education Department limits the available internships based on the availability of supervising

faculty. The Alternate Certification program is available to students seeking secondary certification in approved teaching fields only.

Students interested in obtaining secondary certification through a supervised internship must apply to the department one semester prior to the internship. Students are responsible for establishing their internship placement and notifying the Southwestern University Teacher Certification Officer no later than May 1, prior to the internship year. An internship represents a year-long commitment and must be done in the school year immediately following graduation from Southwestern. Concurrent enrollment in Education 40-813 during the fall semester and engagement in specified professional development activities throughout the year are required. Supervision will be offered in approved school districts only.

All-Level Certification Programs

All-Level Certification in Health: (See the major in Kinesiology). Allied Health Education 46-443 and Kinesiology 48-523 must be included as part of the major. Professional Development requirements, 39 semester hours, including Education 40-493, 553, 593, 813; Education 41-703, 753, 803; Education 42-803; Education 43-443; Education 45-763; Psychology 33-223, 333; one from Psychology 33-383, 543, Sociology 34-243 (Psychology 33-383 and 543 are strongly recommended). The Capstone requirement is fulfilled by student teaching (Education 41-803 and 42-803).

Additional requirements for All-Level Certification in Health: Six semester hours, including Education 43-403; Psychology 33-103.

All Level Certification in Music: (See the Core Courses for the Major in Music (BA and BM).

Additional course requirements for the Bachelor of Music, Area of Emphasis: Music Education: 39 semester hours, including Education 40-493, 553, 593, 813; Education 41-803; Education 42-803; Education 43-403; Education 45-763; Music Theory 76-213, 343; Psychology 33-103, 223, 333. The Capstone experience is fulfilled by a junior or senior recital. Music Education majors must also choose from among three concentrations (see requirements in the Music Department section of the catalog). Computer Literacy and Public Speaking (or passage of competency exams) are required for certification, but not required for the degree.

All Level Certification in Physical Education: (See the major in Kinesiology, including Kinesiology 48-523). Professional Development requirements, 36 semester hours, including Education 40-493, 553, 593, 813; Education 41-703 753, 803; Education 42-803; Education 43-443; Education 45-763; Psychology 33-223, 333. The Capstone requirement is fulfilled by student teaching (Education 41-803 and 42-803).

Additional requirements for All-Level Certification in Physical Education: Six semester hours, including Education 43-403; Psychology 33-103.

Certification in Generic Special Education: 24 semester hours, including Education 43-403, 413, 423, 433, 443, 453, 463, 473. This certification is available only for students seeking additional elementary (EC-4; 4-8) or secondary (8-12) certification; or who hold a current teacher certification.

Minor in Education: 18 semester hours, including Education 40-333, 493, 553, 593; Education 43-403; one from Education 40-313, 483, Education 42-553, 743, 753, Education 43-413, 473, Education 44-643, 653, Education 45-723, 763, 773.

Minor in Generic Special Education: 18 semester hours, including Education 43-403, 413, 423, 433, 453; 463 or 473. Available to students from all disciplines. Does not meet state teacher certification requirements.

Education Courses (EDU)

Education courses are divided into several areas. Students who have questions about a particular course are encouraged to seek information from the appropriate faculty member: Professional Development

(40 series): Dr. Kamen; Secondary (41 series): Dr. Marble; Elementary (42 series): Dr. Johnson, Dr. Moore, or Dr. Kamen; Special Education (43 series): Dr. Adrian; Early Childhood (44 series): Dr. Moore; Reading Education (45 series): Dr. Johnson.

Professional Development

- 40-311 or 313** **INNOVATIVE SCHOOLS.** An examination of the pragmatic aspects of selected innovative schools while building an understanding of theoretical and philosophical assumptions that create a school's mission and ethos. A focus of the course is developing a deep understanding of ways that successful schools support children with special needs, value diversity, and implement social justice. Some of these goals will be studied in the context of progressive pedagogy. This program includes a trip to New York City where a number of innovative schools are studied. The class is taught as a one hour seminar or a three hour course. Program fees are required. (ScS)
- 40-333** **EDUCATIONAL PSYCHOLOGY.** See Psychology 33-333.
- 40-483** **EDUCATIONAL TECHNOLOGY.** An examination of the role of technology to empower K-12 students to learn how to learn. This course focuses on information literacy in the context of the use of computer-based technology to support student-centered teaching, learning, classroom organization, and meeting content technology standards. Methods of integrating computer-based technology into elementary and secondary classroom instruction will be investigated. Several software packages will be introduced and incorporated into lesson plans and used to design basic classroom web pages. Students are required to make observations in local schools. Permission of the instructor required for non-certifying students.
- 40-493** **FOUNDATIONS AND CURRICULUM OF AMERICAN SCHOOLS.** An examination of the educational history of the United States and the changes in curriculum which have developed through the years. The course will focus on the different philosophies of curriculum organization, as well as the scope and sequences of subjects in elementary and secondary schools. Included in the course of study are considerations of multicultural education, legal and ethical issues concerning the teaching profession, and the responsibilities of the teacher in today's society. (ScS)
- 40-553** **SCHOOLS, SOCIETY AND DIVERSITY.** An examination of diversity in schools and society. Emphasis is on such dimensions of diversity as culture, ethnicity, exceptionality, gender, language, sexual orientation and social class. Diversity and implications for educational policy, curriculum and methodology will be highlighted. The course provides students an opportunity to think critically about values across cultures within the United States. (ScS)
- 40-593** **ACTION RESEARCH IN EDUCATION.** Students focus on a study of educational research as a means of interpreting, improving and substantiating educational practices. Through firsthand experiences of methods of inquiry in a local educational context, students gain understanding of multiple research approaches and learn how various methodologies can be incorporated to enhance the following: action research design implementation, data collection and analysis, interpretation and presentation. The emphasis of this experience is on classroom-based action research in the areas of curriculum development, curriculum implementation and classroom management. Required: Field placement in local classroom setting. Prerequisite: Six semester hours in Education.
- 40-813** **CLASSROOM ORGANIZATION AND MANAGEMENT.** A step-by-step approach to successfully organizing and managing a classroom. Positive approaches to time management, materials organization, curriculum selection and management, scheduling and classroom discipline will be described. Course content is designed for relevance to the student teaching experience. Prerequisites: Same as for student teaching; to be taken with student teaching.

- 40-001, 002, 003, 004** **SELECTED TOPICS.** May be repeated with change in topic. (May also be taken with EDU 41, 42, 43, 44, and 45 prefixes.)
- 40-301, 302, 303, 304** **SELECTED TOPICS IN PROFESSIONAL DEVELOPMENT.** May be repeated with change in topic. (May also be taken with EDU 41, 42, 43, 44, and 45 prefixes.)
- 40-901, 902, 903, 904** **TUTORIAL.** (May also be taken with EDU 41, 42, 43, 44, and 45 prefixes.)
- 40-941, 942, 943, 944** **INTERNSHIP.** Must be taken Pass/D/F. (May also be taken with EDU 41, 42, 43, 44, and 45 prefixes.)
- 40-951, 952, 953, 954** **INDEPENDENT STUDY.** May be repeated with change in content. (May also be taken with EDU 41, 42, 43, 44, and 45 prefixes.)
- 40-973** **RESEARCH.** (May also be taken with EDU 41, 42, 43, 44, and 45 prefixes.)
- 40-983** **HONORS.** By invitation only. (May also be taken with EDU 41, 42, 43, 44, and 45 prefixes.)

Secondary Education

- 41-703** **TEACHING SECONDARY STUDENTS (3-2).** This course provides secondary teachers with critical early experiences planning, delivering, and reflecting on instructional practices in secondary classrooms. Through class reading, school visitations, student observations, and reflective journals, course participants will explore the culture of secondary schools and classrooms, and in particular investigate the relationships that arise between teachers and students. Working collaboratively in teams across content areas, participants will develop, teach, and assess the effect of an integrated learning experience on secondary students. Observations and teaching in local schools are required. Prerequisites: Education 45-763 and admission to Teacher Certification Program.
- 41-753** **THE SECONDARY TEACHER (3-3).** A field-based study of the objectives and processes of middle school teaching. This course will be taught in a secondary school setting and will involve extensive observation and participation. Emphasis in this course will be on the art and the act of teaching. The starting date for this course is aligned with the beginning of Georgetown ISD schools and usually precedes the start of Southwestern University classes. Prerequisites: Education 40-493, Education 41-703, Education 45-763, and admittance to Teacher Certification Program. Concurrent enrollment in Education 43-443 is required. (Fall)
- 41-803,806** **STUDENT TEACHING IN THE SECONDARY SCHOOL.** Observation and supervised teaching in the public secondary schools. The student will take Education 40-813 concurrently with student teaching. Required: Senior standing, completion of all other course work and admittance to student teaching. Must be taken Pass/D/F. Also Music Education 77-803, 806.

NOTE: See Professional Development (EDU 40) section for course numbers for Selected Topics, Tutorial, Internship, Independent Study, Research and Honors courses.

Elementary Education

- 42-553** **SOCIAL STUDIES METHODS IN THE ELEMENTARY AND MIDDLE SCHOOL.** A study of social studies teaching techniques which are appropriate for use in the elementary school. The focus will be on developing units for in-depth study of topics in social studies, multicultural and integrated curriculum, interactive and cooperative classrooms, and an inquiry and problem solving approach to significant human issues. Projects and course work will be adapted to the student's level of certification. Particular attention will be given to the TEXES and to national standards. This course, which is field-based, is taken in conjunction with Education 45-783 and Education 43-443. Please note: the starting date for these field-based courses, which are offered in fall only, is aligned with the beginning of public school in the Georgetown ISD which usually precedes the starting date for classes

at Southwestern. Prerequisites: Admission to the Teacher Certification Program, completion of Education 42-763 and Education 45-773.

42-743 **TEACHING SCIENCE IN THE ELEMENTARY AND MIDDLE SCHOOL (3-2).** A study of the phenomena and instructional methods in the life, physical, and earth sciences. Emphasis will be placed on the science processes, attitudes and facts relevant to elementary school curriculum. Learning through inquiry, exploration and immersion into real-world situations serves as the pedagogical foundation for this course. To be taken concurrently with Education 42-753. Prerequisite: Completion and/or current enrollment in courses satisfying the natural science division requirement, and admission to the Teacher Certification Program. Permission of the instructor required for non-certifying students.

42-753 **TEACHING MATHEMATICS IN THE ELEMENTARY AND MIDDLE SCHOOL I (3-2).** A study of concepts, problem solving and computation strategies necessary to orchestrate a problem solving environment for effective teaching, learning, assessment and evaluation of pre-K through eighth-grade mathematics. Emphasis is on the practical application of teaching methods through the use of problem solving and on engendering confidence in all students for doing mathematics using manipulative teaching aids and other resource materials. Strategies for integrating math with other content areas, establishing cooperative learning groups, and helping elementary students make connections to real life applications of math are included. Mathematical concepts and procedures are those of number sense, mathematical operations, problem solving, fraction, decimal, percent, ratio and proportion. This course includes field experiences in classrooms using Cognitively Guided Instruction. Taken concurrently with Education 42-743. Prerequisites: Education 40-483, admission to Teacher Certification Program and three semester hours of mathematics.

42-763 **TEACHING MATHEMATICS AND SCIENCE IN THE ELEMENTARY AND MIDDLE SCHOOL II (3-2).** A study of concepts, problem solving, inquiry, professional standards and strategies necessary to orchestrate an environment for effective problem-solving mathematics and inquiry-based science teaching, learning, and assessment, for pre-K through 8th grade. Emphasis is on the practical application of teaching methods through the use of problem solving and hands-on, minds-on inquiry, integration, action research and on engendering confidence in all students for doing active hands-on mathematics and science. This course includes field experiences in an urban school setting. Taken concurrently with Education 45-773. Prerequisites: Admission to Teacher Certification Program, Education 42-743, 753, and an additional math or science elective beyond the General Education requirements and the two natural science division requirements.

42-773 **THE ELEMENTARY AND MIDDLE SCHOOL TEACHER.** The focus of the course is on preparing preservice teachers to teach in elementary and middle schools and requires candidates to incorporate experiences from their practicum sites. The course is designed to provide teacher education candidates with an opportunity to study, reflect, question, become knowledgeable about, and develop skills in instructional methods while applying and practicing these methods in a collaborative, formative, and constructive setting. This course is a component of the teacher preparation program which emphasizes the themes of diversity, reflection, collaboration and technology and is designed as a methods class to be taken in the Field-based Block concurrently with Education 45-783 and Education 43-443. Please note: the starting date for these field-based courses, which are offered in fall only, is aligned with the beginning of public school in the Georgetown ISD, which usually precedes the starting date for classes at Southwestern. Prerequisites: Admission to the Teacher Certification Program, Education 42-763 and Education 45-773.

42-803, 806 **STUDENT TEACHING IN THE ELEMENTARY AND MIDDLE SCHOOL.** Supervised teaching in the public elementary schools. Prerequisites: Senior

standing, completion of all other course work, admittance to student teaching. Must be taken Pass/D/F. Also Music Education 77-803, 806.

NOTE: See Professional Development (EDU 40) section for course numbers for Selected Topics, Tutorial, Internship, Independent Study, Research and Honors courses.

Special Education

43-403

SURVEY OF EXCEPTIONALITIES. This course explores the ranges of human experience of individuals with exceptionalities (including those who are gifted and/or have learning, mental, physical, emotional or sensory disabilities) and their families. Students explore the impact of various attitudes toward persons with exceptionalities. Historical and contemporary issues are discussed. Emphasis is placed on society's response within various arenas to meet the diverse needs of our family members, co-workers and friends who are identified as exceptional. Major emphasis will be on how these efforts (or lack of) have made an impact on the quality of life experienced by these people. The course design incorporates self-directed learning experiences and portfolio assessment. Strongly recommended: 20 hours of field service. (SeS)

43-413

PROGRAMS AND SERVICES FOR INDIVIDUALS WITH SPECIAL NEEDS (3-2). This course acquaints students with programming and placement options available to individuals with special needs. Emphasis is placed on identifying the eligibility criteria and referral processes of public and private agencies, and the programs and services available. Community integration through interagency collaboration and family involvement serves as the focus. Directed observations within and beyond the immediate geographic area are integral parts of the course and require time outside of scheduled class time. Required: Completion of or concurrent enrollment in Education 43-403.

43-423

ASSESSMENT OF STUDENTS WITH SPECIAL NEEDS. This course examines assessment strategies related to the special education referral and placement process, and on-going evaluation of pre-academic, social, academic, vocational, recreational and independent living skills. Emphasis is placed on assessment strategies that provide the most relevant information for instructional purposes. Contemporary issues related to assessment and student evaluations are explored. Required: Completion of or concurrent enrollment in Education 43-403.

43-433

COOPERATIVE TEACHING AND COLLABORATIVE CONSULTATION. This course emphasizes skills necessary for meeting the educational needs of learners through inclusive education. Students explore the impact of attitudes on cooperative teaching and inclusive programs. The various roles available to special education teachers are discussed. Strategies that promote collaboration among teachers, support professionals and parents are stressed, including administrative support and management systems. Required: Field placement in a classroom setting serving students with special needs and completion of or concurrent enrollment in 43-403.

43-443

DIFFERENTIATED INSTRUCTION FOR DIVERSE LEARNERS. This course provides practice in the planning and organization of instruction to facilitate learner success. Individualized educational plans are developed. Selection and modification of teaching strategies and instructional materials for students in segregated and inclusive settings are demonstrated. This course includes experience in the use of technology as a production tool in elementary and secondary classrooms. Prerequisites: Admission to the Teacher Certification Program, Education 43-403, and concurrent enrollment in Education 41-753 or Education 45-783. The starting date for this course is aligned with the beginning of Georgetown ISD schools and usually precedes the start of Southwestern University classes.

43-453

BEHAVIORAL CHANGE STRATEGIES. This course explores effective classroom arrangements and procedures for working with students who have moderate to severe behavior disorders and learning problems. Design and

implementation of data collection methodologies are practiced. Techniques that enhance students' return to general education classrooms are described. Emphasis is placed on strategies that encourage desired behavior and prevent undesired behavior. Required: Field placement in a setting serving students with special needs. Prerequisite: Completion of or concurrent enrollment in 43-403. Concurrent enrollment in 43-463 required.

43-463 PRACTICUM: GENERIC SPECIAL EDUCATION. Supervised practicum in the public elementary or secondary schools. Required: Completion of or concurrent enrollment in Education 43-403 and concurrent enrollment in Education 43-453.

43-473 EARLY CHILDHOOD INTERVENTION. The course is designed to prepare students who will assume roles as teachers and related services personnel serving infants and young children with developmental delays and their families in public schools and outreach programs. Emphasis is on working in partnership with families as part of a transdisciplinary team, assessment, service delivery models and teaching strategies used to meet the needs of these children. Prerequisite: Completion of or concurrent enrollment in Education 43-403.

43-803, 806 STUDENT TEACHING IN GENERIC SPECIAL EDUCATION. Supervised teaching in the public elementary or secondary schools. Prerequisites: Senior standing, completion of all other course work, admittance to student teaching. Must be taken Pass/D/F.

NOTE: See Professional Development (EDU 40) section for course numbers for Selected Topics, Tutorial, Internship, Independent Study, Research and Honors courses.

Early Childhood Education

44-643 THE CHILD AND THE CURRICULUM IN EARLY CHILDHOOD EDUCATION. Study of the curriculum choices made by early childhood educators, particularly in the areas of math, science and play. Careful attention is given to developmentally appropriate practices and the TEKS, as well as the influence of the Project Approach and Reggio Emilia schools on early childhood curriculum. Students have opportunities to plan, present and evaluate lessons in math and science. Directed observation and participation in early childhood classrooms are an integral part of the course.

44-653 LANGUAGE AND LITERACY IN YOUNG CHILDREN. Study of the development of literacy and developmentally appropriate instructional approaches for supporting literacy in young children, including shared reading and guided reading. Attention is given to multicultural curriculum and the integration of all subjects, including the fine arts and social studies, with the language arts. Directed observation and participation in early childhood classrooms are an integral part of the course. Also Education 45-653.

44-803 STUDENT TEACHING IN EARLY CHILDHOOD EDUCATION. Supervised student teaching in early childhood classrooms, including PreK and kindergarten. Prerequisites: Senior standing, completion of all other course work, admission to student teaching. Must be taken Pass/D/F.

NOTE: See Professional Development (EDU 40) section for course numbers for Selected Topics, Tutorial, Internship, Independent Study, Research and Honors courses.

Reading Education

45-653 LANGUAGE AND LITERACY IN YOUNG CHILDREN. See Education 44-653.

45-723 INTEGRATING LANGUAGE ARTS THROUGHOUT THE CURRICULUM. An examination of children's development of language and literacy with particular emphasis on reading/writing connections and the process approach to writing. The course design incorporates a writing workshop, portfolio assessment, book

clubs and self-directed learning experiences. Prerequisite: Admission to Teacher Certification Program.

45-733

CHILDREN'S LITERATURE. A comprehensive examination of children's literature with particular emphasis on evaluating works for quality and presenting them to children in ways that invite interaction and enjoyment. A study of traditional genres and an examination of contemporary issues are central to the course. In addition to extensive reading, students are given opportunities to write for children and to present books using a variety of techniques, including storytelling, creative dramatics, role-playing, character analysis, puppetry, discussion and others. Opportunities to read to children and to work in the libraries of public schools are included. Prerequisites: 45 semester hours and 2.5 grade point average. Also English 10-213.

45-763

READING IN THE CONTENT AREA. An examination of techniques designed to improve reading comprehension of content area texts. The course also will focus on the selection of appropriate reading materials and the impact of multicultural differences on content reading instruction. The course includes experiences in the use of technology as a production tool in secondary content area classrooms. Observation and teaching in the local school district is required. Prerequisites: Admission to the Teacher Certification Program or permission of instructor.

45-773

READING METHODS IN THE ELEMENTARY AND MIDDLE SCHOOL I (3-2). A study of the reading process, varied approaches to reading instruction including language experience, shared and guided reading, and integrated and thematic teaching, comprehension and word analysis strategies including phonics content and instruction, and theories and methods associated with emergent and bilingual literacy. Observation and teaching in urban and suburban settings outside of the local community will be included. Prerequisite: Admission to Teacher Certification Program.

45-783

READING METHODS IN THE ELEMENTARY AND MIDDLE SCHOOL II. A field-based study of varied instructional methods and formal and informal assessments in reading. This course is taught in elementary school settings and involves extensive observation and participation. Focus is on lesson planning and implementation, and application of assessment procedures. This course is taken in conjunction with 43-443 and 42-553. Continued development of student's professional portfolio is integral to all three courses. Please note: the starting date for these field-based courses, which are offered in fall only, is aligned with the beginning of public school in the Georgetown ISD which usually precedes the starting date for classes at Southwestern. Prerequisites: Admission to the Teacher Certification Program, Education 42-763 and Education 45-773.

NOTE: See Professional Development (EDU 40) section for course numbers for Selected Topics, Tutorial, Internship, Independent Study, Research and Honors courses.