Simmons School of Education and Human Development

Graduate Programs

Southern Methodist University

2014–2015 Catalog

NOTICE OF NONDISCRIMINATION

Southern Methodist University will not discriminate in any employment practice, educational program or educational activity on the basis of race, color, religion, national origin, sex, age, disability, genetic information or veteran status. SMU's commitment to equal opportunity includes nondiscrimination on the basis of sexual orientation and gender identity and expression. The Office of Institutional Access and Equity has been designated to handle inquiries regarding the nondiscrimination policies and may be contacted at Southern Methodist University, Dallas TX 75275; phone: 214-768-3601; email: accessequity@smu.edu.

BULLETIN OF SOUTHERN METHODIST UNIVERSITY

VOL. VIII 2014–2015

Southern Methodist University publishes a complete bulletin every two years. The undergraduate catalog and the Cox, Dedman Law and Simmons graduate catalogs are updated annually. The Dedman College, Hart eCenter, Lyle, Meadows and Perkins graduate catalogs are updated biennially. The following catalogs constitute the General Bulletin of the University:

Undergraduate Catalog
Cox School of Business Graduate Catalog
Dedman College of Humanities and Sciences Graduate Catalog
Dedman School of Law Graduate Catalog
Hart eCenter Graduate Catalog
Lyle School of Engineering Graduate Catalog
Meadows School of the Arts Graduate Catalog
Perkins School of Theology Graduate Catalog
Simmons School of Education and Human Development Graduate Catalog

In addition, certain locations or programs provide their own schedules:

Continuing Education	SMU-in-Plano
J Term	SMU-in-Taos (Fort Burgwin)
SMU Abroad	Summer Studies

Every effort has been made to include in this catalog information that, at the time of preparation for printing, most accurately represents Southern Methodist University. The provisions of the publication are not, however, to be regarded as an irrevocable contract between the student and Southern Methodist University. The University reserves the right to change, at any time and without prior notice, any provision or requirement, including, but not limited to, policies, procedures, charges, financial aid programs, refund policies and academic programs.

Catalog addenda are published online at www.smu.edu/catalogs. An addendum includes graduation, degree and transfer requirements that do not appear in a specific print or online catalog but apply in that academic year.

Additional information can be obtained by writing to the Undergraduate Office of Admission or to the appropriate school (listed above) at the following address:

Southern Methodist University
Dallas TX 75275

Information also is available at www.smu.edu.

Produced by the Office of the Provost
Southern Methodist University
Dallas TX 75275-0221
2014

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ACADEMIC YEAR 2014–2015

www.smu.edu/registrar/academic_calendar.asp

This calendar includes a list of religious holidays for use in requesting excused absences according to University Policy 1.9. For religious holidays not listed, students should contact the Office of the Chaplain. Graduate programs in the Cox School of Business, the Perkins School of Theology, the Dedman School of Law and the Department of Dispute Resolution and Counseling within the Simmons School of Education and Human Development have different calendars.

Fall Term 2014

April 7–25, Monday–Friday: Enrollment for fall 2014 continuing students for all undergraduates and for graduates in Dedman College, Lyle and Meadows.

May, July, August – TBA: Academic Advising, Enrollment and Orientation conferences for new first-year and transfer undergraduate students. Additional information about AARO is available from New Student Programs, Student Life Office, 214-768-4560, www.smu.edu/newstudent.

August 20, Wednesday: Residence halls officially open for students attending Mustang Corral.

August 22, Friday: Residence halls officially open for all other students.

August 24, Sunday: Opening Convocation, Moody Coliseum.

August 25, Monday: First day of classes.

August 29, Friday: Last day to enroll, add courses or drop courses without a grade record. Also, last day to file for graduation in December.

September 1, Monday: Labor Day. University closed.

September 10, Wednesday: Last day to declare pass/fail, no credit or first-year repeated course-grading options. Also, last day to request an excused absence for the observance of a religious holiday.

September 29, Monday: Early intervention grades due for first-year undergraduate students.

October 13–14, Monday–Tuesday: Fall break.

October 24–25, Friday–Saturday: Family Weekend.

October 26, Sunday: Midterm grades due for first-year and sophomore students.

October 27, Monday: Last day for continuing undergraduate students to change their majors before November enrollment.

November 3, Monday: 60 percent point of the term that federal financial aid has been earned if a student officially withdraws from SMU; prior to this date, a partial calculated return to federal programs will be required.

November 3–21, Monday–Friday: Enrollment for spring 2015 continuing students for all undergraduates and for graduates in Dedman College, Lyle and Meadows.

November 7, Friday: Last day to drop a course.

November 13, Thursday: Last day for December graduation candidates to change grades of Incomplete.

November 14–15, Friday–Saturday: Homecoming Weekend.

November 21, Friday: Students should file for May graduation. The last day to file is January 25, 2015.

November 25, Tuesday: Last day to withdraw from the University.

November 26, Wednesday: No classes.

November 27–28, Thursday–Friday: Thanksgiving holiday. University closed.

December 3–8, Wednesday–Monday: No final examinations or unscheduled tests/papers.

December 4, Thursday: Last day for oral/written examinations for December graduate degree candidates.

December 8, Monday: Last day of classes.

December 9–10, Tuesday–Wednesday: Reading days.

December 11–17, Thursday–Wednesday: Examinations. (No examinations scheduled for Saturday or Sunday.)

December 18, Thursday: Residence halls close at 10 a.m. for winter break. (December graduates and residential students who need winter break housing should contact the Department of Residence Life and Student Housing.)

December 20, Saturday: Official close of the term and date for conferral of degrees. Also, graduation ceremony for December graduates.

December 24–January 1, Wednesday–Thursday: University closed.

December 25, Thursday: Christmas Day.

January Interterm 2015

Note: Some areas of instruction offer selected courses during the January interterm, December 18, 2014–January 14, 2015.

January 1, Thursday: New Year's Day. University closed.

J Term at SMU-in-Plano

January 5, Monday: First day of classes.

January 6, Tuesday: Last day to declare pass/fail.

January 13, Tuesday: Last day to drop a course or withdraw from the University.

January 14, Wednesday: Last day of classes, including examinations.

J Term at SMU-in-Taos

Note: The following dates are applicable only for SMU-in-Taos. Permission of the SMU-in-Taos program is required for all enrollments.

January 2, Friday: Wellness student travel and arrival.

January 4, Sunday: Regular session travel and arrival.

January 5, Monday: First day of classes.

January 14, Wednesday: Last day of classes, including examinations.

January 15, Thursday: Departure of students.

Spring Term 2015

November 3–January 23, Monday–Friday: Enrollment for spring 2015 continuing students for all undergraduates and graduates in Dedman College, Lyle and Meadows.

January – TBA: Academic Advising, Enrollment and Orientation conferences for new first-year and transfer undergraduate students. Additional information about AARO is available from New Student Programs, Student Life Office, www.smu.edu/newstudent, 214-768-4560.

January 1, Thursday: New Year's Day. University closed.

January 13, Tuesday: Residence halls officially open at 9 a.m.

January 16, Friday: First day of classes.

January 19, Monday: Birthday of Martin Luther King, Jr. University closed.

January 23, Friday: Last day to enroll, add courses or drop courses without a grade record. Also, last day to file for May graduation.

February 3, Tuesday: Last day to declare pass/fail, no credit or first-year repeated course-grading options. Also, last day to request an excused absence for the observance of a religious holiday.

February 22, Sunday: Early intervention grades due for first-year undergraduate students.

March 9–15, Monday–Sunday: Spring break.

March 24, Tuesday: Midterm grades due for first-year and sophomore students.

March 31, Tuesday: 60 percent point of the term that federal financial aid has been earned if a student officially withdraws from SMU; prior to this date, a partial calculated return to federal programs will be required.

April 3, Friday: Good Friday. University closed.

April 5, Sunday: Easter Sunday.

March 30, Monday: Last day for continuing undergraduate students to change their majors before April enrollment.

April 6–24, Monday–Friday: Enrollment for summer 2015 and fall 2015 continuing students for all undergraduates and for graduates in Dedman College, Lyle and Meadows.

April 8, Wednesday: Last day to drop a course.

April 10, Friday: Last day for May graduation candidates to change grades of Incomplete.

April 13, Monday: Honors Convocation, 5:30 p.m.

April 16, Thursday: Students should file for August or December graduation. Last day to file for August graduation is June 4. Last day to file for December graduation is the last day to enroll for fall 2015.

April 24, Friday: Last day to withdraw from the University.

April 29–May 4, Wednesday–Monday: No final examinations or unscheduled tests or papers.

April 30, Thursday: Last day for oral/written examinations for graduate students who are May degree candidates.

May 4, Monday: Last day of classes.

May 5, Tuesday: Reading day.

May 6–12, Wednesday–Tuesday: Examinations. (No examinations scheduled for Sunday.)

May 13, Wednesday: Residence halls officially close for nongraduating students.

May 15, Friday: Baccalaureate.

May 16, Saturday: Commencement.

May 17, Sunday: Residence halls officially close for graduating seniors.

May Interterm 2015

Note: Some areas of instruction may offer a limited number of selected courses during the May term, May 13–30. Each May term course may have unique start and end dates within the May 13–30 term to accommodate the particular needs of the course.

May Term at SMU in Dallas 2015

Classes meet 4 hours a day, Monday–Friday.

May 14, Thursday: First day of classes.

May 15, Friday: Last day to enroll or add courses. Also, last day to declare pass/fail, no credit or first-year repeated course-grading options.

May 25, Monday: Memorial Day. University closed.

May 26, Tuesday: Last day to drop a course or withdraw from the University.

May 29, Friday: Last day of classes, including examinations.

June 4, Thursday: Last day to file for August graduation.

Note: Students planning to complete their degree requirements during the May term should complete an Application for Candidacy to Graduate (via the Student Center) for August degree conferral. Specific information is available from the student's academic degree counselor.

May Term at SMU-in-Taos 2015

Note: The following dates are applicable only for SMU-in-Taos. Permission of the SMU-in-Taos program is required for all enrollments.

May 13, Wednesday: Travel day and arrival of students, 2–6 p.m.

May 14, Thursday: First day of classes.

May 29, Friday: Examinations.

May 30, Saturday: Departure of students.

Summer Term 2015

The summer term consists of three primary sessions: first session, second session and a full summer session. Each primary session has different deadline dates. There are also shorter and longer sessions to accommodate the particular needs of the various instructional units such as SMU Abroad, SMU-in-Taos and the Perkins School of Theology.

Full Summer Session

Classes meet 2 hours, 15 minutes twice a week or 1 hour, 30 minutes three times a week.

May 25, Monday: Memorial Day. University closed.

June 1, Monday: First day of classes.

June 4, Thursday: Last day to enroll, add courses or drop courses without a grade record. Also, last day to file for August graduation.

June 10, Wednesday: Last day to declare pass/fail, no credit or first-year repeated course-grading options.

July 3, Friday: Independence Day holiday. University closed.

July 4, Saturday: Independence Day.

July 16, Thursday: Last day for August graduation candidates to change grades of Incomplete.

July 23, Thursday: Last day to drop a course.

July 29, Wednesday: Last day to withdraw from the University.

August 4, Tuesday: Last day of classes, including examinations. Also, official close of the term and date for conferral of degrees.

First Session

Classes meet 2 hours a day, Monday–Friday.

May 25, Monday: Memorial Day. University closed.

June 1, Monday: First day of classes.

June 2, Tuesday: Last day to enroll, add courses or drop courses without a grade record.

June 4, Thursday: Last day to declare pass/fail, no credit or first-year repeated course-grading options. Also, last day to file for August graduation.

June 23, Tuesday: Last day to drop a course.

June 24, Wednesday: Last day to withdraw from the University.

June 30, Tuesday: Last day of classes, including examinations.

Summer I Session at SMU-in-Taos

Note: The following dates are applicable only for SMU-in-Taos. Permission of the SMU-in-Taos program is required for all enrollments.

June 3, Wednesday: Arrival of students.

June 4, Thursday: First day of classes.

June 5, Friday: Last day to enroll, add courses or drop courses without a grade record. Permission of the SMU-in-Taos program is required for all enrollments.

July 1, Wednesday: Examinations.

July 2, Thursday: Departure of students.

June Term at SMU-in-Taos

Note: Permission of the SMU-in-Taos program is required for all enrollments.

The June term within the Summer I Session at SMU-in-Taos is a short, intense term in which students may take up to four credit hours. Additional information is available online at www.smu.edu/taos.

Second Session

Classes meet 2 hours a day, Monday–Friday.

June 5, Friday: Last day to file for August graduation.

July 3–4, Friday–Saturday: Independence Day holiday. University closed Friday.

July 6, Monday: First day of classes.

July 7, Tuesday: Last day to enroll, add courses or drop courses without a grade record.

July 9, Thursday: Last day to declare pass/fail, no credit or first-year repeated course-grading options.

July 15, Wednesday: Last day for August graduation candidates to change grades of Incomplete.

July 27, Monday: Last day to drop a course.

July 29, Wednesday: Last day to withdraw from the University.

August 4, Tuesday: Last day of classes, including examinations. Also, official close of the term and conferral date.

August Term at SMU-in-Taos

Note: The following dates are applicable only for SMU-in-Taos. Permission of the SMU-in-Taos program is required for all enrollments.

August 4, Tuesday: Travel day and arrival of students, 4–6 p.m.

August 5, Wednesday: First day of classes.

August 6, Thursday: Last day to enroll, add courses or drop courses without a grade record.

August 20, Thursday: Examinations.

August 21, Friday: Departure of students.

Major Religious Holidays

(August 2014–August 2015)

The following list of religious holidays is for use in requesting excused absences according to University Policy 1.9. For religious holidays not listed, the instructor or supervisor may contact the Office of the Chaplain.

Christian

Christmas: December 25, 2014

Easter Sunday: April 5, 2015

Good Friday: April 3, 2015

Easter Sunday (Orthodox): April 12, 2015

Hindu

Janmashtami: August 17, 2014

Diwali: October 23, 2014

Dasera: October 4, 2014

*Jewish**

Rosh Hashanah: September 24–25, 2014

Hanukkah: December 17–24, 2014

Yom Kippur: October 4, 2014

Pesach (Passover): April 4–11, 2015

Sukkot: October 9–15, 2014

Shavuot: May 24–25, 2015

*Muslim**

Eid al-Adha: October 4, 2014

Mawlid an-Nabi: January 3, 2015

Islamic New Year: October 25, 2014

Ramadan: June 18–July 18, 2015

Ashura: November 5, 2014

Eid al-Fitr: July 18, 2015

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* *All holidays begin at sundown before the first day noted and conclude at sundown on the day(s) noted.*

THE VISION OF SOUTHERN METHODIST UNIVERSITY

To create and impart knowledge that will shape citizens who contribute to their communities and lead their professions in a global society.

THE MISSION OF SOUTHERN METHODIST UNIVERSITY

Southern Methodist University will create, expand and impart knowledge through teaching, research and service, while shaping individuals to contribute to their communities and excel in their professions in an emerging global society. Among its faculty, students and staff, the University will cultivate principled thought, develop intellectual skills and promote an environment emphasizing individual dignity and worth. SMU affirms its historical commitment to academic freedom and open inquiry, to moral and ethical values, and to its United Methodist heritage.

To fulfill its mission, the University strives for quality, innovation and continuous improvement as it pursues the following goals:

Goal One: To enhance the academic quality and stature of the University.

Goal Two: To improve teaching and learning.

Goal Three: To strengthen scholarly research and creative achievement.

Goal Four: To support and sustain student development and quality of life.

Goal Five: To broaden global perspectives.

SOUTHERN METHODIST UNIVERSITY

As a private, comprehensive university enriched by its United Methodist heritage and its partnership with the Dallas Metroplex, Southern Methodist University seeks to enhance the intellectual, cultural, technical, ethical and social development of a diverse student body. SMU offers undergraduate programs centered on the liberal arts; excellent graduate and continuing education programs; and abundant opportunities for access to faculty in small classes, research experience, international study, leadership development, and off-campus service and internships, with the goal of preparing students to be contributing citizens and leaders for our state, the nation and the world.

SMU comprises seven degree-granting schools: Dedman College of Humanities and Sciences, Edwin L. Cox School of Business, Dedman School of Law, Bobby B. Lyle School of Engineering, Meadows School of the Arts, Perkins School of Theology, and Annette Caldwell Simmons School of Education and Human Development.

Founded in 1911 by what is now the United Methodist Church, SMU is nonsectarian in its teaching and is committed to the values of academic freedom and open inquiry.

At its opening session in 1915, the University had two buildings, 706 students, a 35-member faculty and total assets of $633.540.

Today, the University has more than 100 buildings, a total enrollment that has averaged more than 10,000 the past 10 years, a full-time faculty of 727 and assets of $2.5 billion – including an endowment of $1.3 billion (market value, May 31, 2013).

Offering only a handful of degree programs at its 1915 opening, the University presently awards baccalaureate degrees in more than 80 programs through five undergraduate schools and a wide variety of graduate degrees through those and one professional school.

Of the 10,929 students enrolled for the 2013 fall term, 6,357 were undergraduates and 4,572 were graduate students. The full-time equivalent enrollment was 6,271 for undergraduates and 3,176 for graduate students.

Nearly all the students in SMU's first class came from Dallas County, but now 50 percent of the University's undergraduate student body comes from outside Texas. In a typical school year, students come to SMU from every state; from more than 100 foreign countries; and from all races, religions and economic levels.

Undergraduate enrollment is 51 percent female. Graduate and professional enrollment is 42 percent female.

A majority of SMU undergraduates receive some form of financial aid. In 2013–2014, 75 percent of first-year students received some form of financial aid, and 35 percent of first-year students received need-based financial aid.

Management of the University is vested in a Board of Trustees of civic, business and religious leaders – Methodist and non-Methodist. The founders' first charge to SMU was that it become not necessarily a great *Methodist* university, but a great *university*.

ACADEMIC ACCREDITATION

Southern Methodist University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award bachelor's, master's, professional and doctoral degrees. Students should contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern Methodist University. Note: The commission is to be contacted only if there is evidence that appears to support an institution's significant noncompliance with a requirement or standard.

Individual academic programs are accredited by the appropriate national professional associations.

In Dedman College, the Department of Chemistry is accredited annually by the Committee on Professional Training of the American Chemical Society, and the Psychology Department's Ph.D. program in clinical psychology is accredited by the American Psychological Association.

The Cox School of Business is accredited by AACSB International, the Association to Advance Collegiate Schools of Business (777 South Harbour Island Boulevard, Suite 750, Tampa, Florida 33602-5730; telephone number 813-769-6500). The Cox School was last reaccredited by AACSB International in 2012.

The Dedman School of Law is accredited by the American Bar Association. The ABA conducted its inspection in 2012, and the Dedman School of Law was reaccredited in 2013.

In the Linda and Mitch Hart eCenter, The Guildhall at SMU's Master of Interactive Technology is accredited by the National Association of Schools of Art and Design for two specializations in art creation and level design.

The Lyle School of Engineering undergraduate programs in civil engineering, computer engineering, electrical engineering, environmental engineering and mechanical engineering are accredited by the Engineering Accreditation Commission of ABET, www.abet.org. The undergraduate computer science program that awards the

degree Bachelor of Science is accredited by the Computing Accreditation Commission of ABET. The undergraduate computer science program that awards the degree Bachelor of Arts is not accredited by a Commission of ABET. ABET does not provide accreditation for the discipline of management science.

In the Meadows School of the Arts, the art and art history programs are accredited through the National Association of Schools of Art and Design, the Dance Division is accredited by the National Association of Schools of Dance, the Music Division is accredited by the National Association of Schools of Music, the music therapy program is approved by the American Music Therapy Association, and the theatre program is accredited by the National Association of Schools of Theatre.

Perkins School of Theology is accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada (10 Summit Park Drive, Pittsburgh, Pennsylvania 15275-1110; phone 412-788-6505) to award M.Div., M.A.M., M.S.M., M.T.S. and D.Min. degrees.

Accredited programs in the Simmons School of Education and Human Development include the teacher education undergraduate and graduate certificate programs, which are accredited by the State Board of Educator Certification and the Texas Education Agency. The undergraduate program is approved annually by TEA. The SBEC and the TEA also accredit the M.Ed. in educational leadership's Accelerated School Leadership Program and the M.Ed. in educational leadership with urban specialization. The M.S. in counseling program meets the licensure standards of the Licensed Professional Counselors State Board and the Licensed Marriage and Family Therapist State Board. The Learning Therapist Certificate Program is accredited by the International Multisensory Structured Language Education Council.

SMU LIBRARIES

www.smu.edu/libraries

Service to Southern Methodist University students, faculty and staff is the primary goal of all libraries at SMU. The libraries of the University contain more than four million volumes. The Web-based library catalog system provides access to bibliographic records of materials housed in all SMU libraries and hypertext links to other databases, digitized collections and relevant websites. All SMU libraries offer wireless Internet access.

SMU libraries are one of the greatest assets of the University. SMU libraries rank first in total volumes held among non-Association of Research Libraries universities in the United States. The SMU libraries comprise the largest private research library in Texas and rank third in the state in total volumes, after the University of Texas at Austin and Texas A&M University. The University's library system is divided into a number of different units:

1. Central University Libraries.
2. Underwood Law Library.
3. Bridwell Library.
4. Business Library.

LABORATORIES AND RESEARCH FACILITIES

The University provides laboratories and equipment for courses in accounting, anthropology, art, biology, chemistry, languages, Earth sciences, communication arts, psychology, physics, health and physical education, dance, music, theatre, and statistics, as well as civil, computer, electrical, environmental and mechanical engineering. The University is also home to a number of centers and institutes.

MUSEUM

The **Meadows Museum,** founded by the late philanthropist Algur H. Meadows and located at 5900 Bishop Boulevard, houses one of the finest and most comprehensive collections of Spanish art in the world, as well as selected masterpieces of modern European sculpture, from Rodin and Maillol to David Smith and Claes Oldenburg. The permanent collection of more than 670 objects includes paintings, sculpture, decorative arts and works on paper from the Middle Ages to the present. Artists represented include El Greco, Velázquez, Ribera, Zurbarán, Murillo, Goya, Picasso and Miró. The Meadows Museum hosts a regular program of loan exhibitions each year in its temporary exhibition galleries and sponsors an active program of public lectures, tours, films, concerts and symposia, as well as children's art programs and family days throughout the year. Museum collections are often used by SMU faculty in their courses. The museum membership program includes exhibition previews, tours of private collections and opportunities for travel. Docent tours of the collection are available to school, University and adult groups. The Meadows Museum, in addition to its collection, houses a museum store and special event rooms. Additional information is available at www.meadowsmuseumdallas.org.

TUITION, FEES AND LIVING EXPENSES

A catalog supplement, the *Financial Information Bulletin,* is issued each academic year. It provides the general authority and reference for SMU financial regulations and obligations, as well as detailed information concerning tuition, fees and living expenses. The supplement can be accessed at www.smu.edu/bursar ("Financial Bulletin" link).

Continuing students registering must ensure that payment for the full amount of charges is posted to their account by the payment due date showing on their bill. The due dates are also published on the Bursar website.

Billing notifications are sent to the student's SMU email address and to the designated authorized payer(s) email address when a bill is generated. The billing notification will provide instructions on how to view the bill online through SMUpay. If notification is not received two weeks prior to the due date, the student and/or designated authorized payer(s) should contact the Office of the University Bursar.

Payments made in person or mailed must be received by the Office of the University Bursar, located on the first floor of the Laura Lee Blanton Student Services Building, no later than 4 p.m. on the payment due date. Payments made online via electronic check or credit card must be posted no later than 11:59 p.m. Central Standard Time on the payment due date. Students and/or those paying on behalf of the student who pay online automatically receive an electronic confirmation of payment; students and/or designated authorized payer(s) paying through other methods can also verify receipt of payment online.

Students enrolling after the payment due date must pay at the time of enrollment. Students whose accounts are not cleared by the payment due date or at the time of enrollment are subject to a late payment fee of $50 for balances between $250 and $999.99, and $150 for balances between $1,000 and $5,000. Balances more than $5,000 are charged 3 percent of the outstanding balance, not to exceed $750. Also, after the monthly payment due date has passed, a 1.5 percent past due fee will be assessed on the unpaid student and/or miscellaneous account each month until the balance is paid. The enrollment of students whose accounts remain unpaid after the payment due date may be canceled at the discretion of the University. Students are individually responsible for their financial obligations to the University.

All refunds except federal parent PLUS loans, prepayment accounts, the SMU Monthly TuitionPay Payment Plan and international wires will be made payable to the student. International wires will be refunded by wire to the originating wire account less a $35 wire-processing fee. The PLUS loan borrower can request the refund to be processed to the student by submitting a Parent PLUS Release form, located on the Bursar website. If the refund is issued by check, the student may request, in writing, that the refund be sent to another party.

Any outstanding debts to the University will be deducted from the credit balance prior to issuing a refund. Any outstanding debts to the University that include Title IV funds must have an Authorization to Credit Account form and/or an Authorization to Credit Account Parent form on file in order to transfer funds to cover current award year debts. Students need to sign the ACA form and the federal parent PLUS loan borrower needs to sign the ACAP form.

Any outstanding debts to the University that do not include Title IV funds will be deducted from the credit balance prior to issuing a refund. All other debts should be paid directly by the student.

A student whose University account is overdue or who in any other manner has an unpaid financial obligation to the University will be denied the recording and certification services of the Office of the Registrar, including the issuance of a transcript or diploma, and may be denied readmission until all obligations are fulfilled. The Division of Enrollment Services may stop the registration, or may cancel the completed registration, of a student who has a delinquent account or debt, and may assess all attorney's fees and other reasonable collection costs (up to 50 percent) and charges necessary for the collection of any amount not paid when due. Matriculation in the University constitutes an agreement by the student to comply with all University rules, regulations and policies.

Arrangements for financial assistance from SMU must be made in advance of registration and in accordance with the application schedule of the Division of Enrollment Services, Financial Aid. A student should not expect such assistance to settle delinquent accounts.

Students who elect to register for courses outside of their school of record will pay the tuition rate of their school of record.

REFUNDS FOR WITHDRAWAL FROM THE UNIVERSITY

Note: No refunds are made without an official withdrawal. Policies for official withdrawal, including medical and mandatory administrative withdrawal, are found under Withdrawal From the University in the Academic Records and General and Enrollment Standards section of this catalog.

Reduction of tuition and fees is determined by the effective date of the withdrawal and is based on the schedule listed in the *Financial Information Bulletin*, which can be accessed online at www.smu.edu/bursar ("Financial Bulletin" link).

Note: For students receiving financial aid (scholarships, grants or loans), when the withdrawal date qualifies for reduction of tuition and fees charges, the refund typically will be used to repay the student aid programs first and go to the student/family last. Further, government regulations may require that SMU return aid funds whether or not the University must reduce its tuition and fees (based on the *Financial Information Bulletin*); hence, a student whose account was paid in full prior to withdrawal may owe a significant amount at withdrawal due to the required return of student aid. Therefore, students who receive any financial aid should discuss, prior to withdrawal, the financial implications of the withdrawal with the Financial Aid Advising Office.

Medical withdrawals and mandatory administrative withdrawals allow a prorated refund of tuition and fees.

PAYMENT PLAN OPTIONS

SMU Monthly Payment Plan

The SMU TuitionPay Payment Plan administered by Sallie Mae allows term charges to be paid in monthly installments. Students can enroll in a payment plan at www.tuitionpaymentplan.com/smu. Sallie Mae consultants are available at 877-279-6092 to answer questions or help with the online enrollment process.

Annual payment plans are available in 12-month, 10-month and eight-month formats. Term payment plans are available in four-month, five-month and six-month formats. The summer payment plan is three months.

SMU Prepayment Plan

The SMU Prepayment Plan (a single payment up front for all terms) allows families to avoid the effects of tuition and fee increases by paying for two, three or four years in one single payment at the current rate of tuition and fees. Questions should be addressed to the Division of Enrollment Services, Southern Methodist University, PO Box 750181, Dallas TX 75275-0181; phone 214-768-1096.

GRADUATE AND PROFESSIONAL STUDENT AID

University grants, scholarships, fellowships and assistantships are awarded in the school or department in which the graduate student will enroll. Schools and departments that offer master's or Ph.D. degrees offer a significant number of tuition scholarships and teaching or research assistantships each year. For more information, students should contact the appropriate school or department.

Grants and loans for Texas residents, private and federal loans, and employment programs may be available by filing the Free Application for Federal Student Aid. The FAFSA may be completed online at www.fafsa.gov. A personal identification number can be obtained at www.pin.ed.gov and used to electronically sign the application. The SMU Title IV school code number is 003613. More information is available online at www.smu.edu/financial_aid.

While University-based grants, scholarships, fellowships and assistantships are not available to students in Simmons School of Education and Human Development programs, the Simmons School does offer some scholarships and assistantships. In addition, SMU's Office of Financial Aid administers federal loans for qualified students. It is worth noting, as well, that the tuition rates for all of the master's degree programs in the Simmons School are substantially lower than regular SMU tuition. More information is available at www.smu.edu/bursar.

In order to qualify for financial aid, a graduate student must meet the requirements of half-time to full-time status as determined by the University. A student who is ineligible for financial aid should contact a student account adviser in the Bursar's Office for payment plan options: www.smu.edu/bursar/paymentplans.asp.

ACADEMIC RECORDS AND GENERAL AND ENROLLMENT STANDARDS

The standards herein are applicable to all students at the University and constitute the basic authority and reference for matters pertaining to University academic regulations and records management. Enrollment in the University is a declaration of acceptance of all University rules and regulations. A complete *University Policy Manual* is available at www.smu.edu/policy. Additional information regarding rules and regulations of the University can be found in this catalog.

GENERAL POLICIES

Confidentiality of Education Records

The Family Educational Rights and Privacy Act of 1974 is a federal law that grants students the right to inspect, obtain copies of, challenge, and, to a degree, control the release of information contained in their education records. The act and regulations are very lengthy, and for that reason, SMU has issued its own FERPA-based guidelines that are available at the University Registrar's Office FERPA website. Policy 1.18 of the *University Policy Manual* also discusses this law.

In general, no personally identifiable information from a student's education record will be disclosed to any third party without written consent from the student. Several exceptions exist, including these selected examples: 1) information defined by SMU as directory information may be released unless the student requests through My SMU Self-Service that it be withheld, 2) information authorized by the student through My SMU Self-Service may be released to those individuals designated by the student and 3) information may be released to a parent or guardian if the student is declared financially dependent upon the parent or guardian as set forth in the Internal Revenue Code. Additional information is available online at www.smu.edu/LegalDisclosures/FERPA.

Student File Number

The University assigns each student an eight-digit SMU identification number. The student should furnish the SMU ID number on all forms when requested, as this number is the primary means the University has to identify the student's academic records and transactions related to the records.

Name Change

A student who has a change in name must provide to the University Registrar's Office his or her Social Security card or the form issued by the Social Security Administration. A valid passport may also be used to complete a name change. Enrollment or records services for the student under a name different from the last enrollment cannot be accomplished without one of the above documents. All grade reports, transcripts and diplomas are issued only under a person's legal name as recorded by the University Registrar's Office.

Email and Mailing Addresses, Telephone and Emergency Contact

Each student must provide the University Registrar's Office with a current home address, telephone number and local mailing address as well as the name, address and telephone number of a designated emergency contact. Students enrolling at SMU authorize the University to notify their emergency contacts in the event of a

situation affecting their health, safety, or physical or mental well-being, and to provide these contacts with information related to the situation.

Students are expected to keep current all their addresses and telephone numbers, including emergency contact details, through My SMU, the University's Web-based self-service system. Students may be prevented from enrolling if their information is insufficient or outdated. Changes to parent information should be reported by contacting records@smu.edu, and the email should include the student's full name and SMU student ID number.

The University issues all students an email address. Students may have other email addresses, but the University-assigned email address is the official address for University electronic correspondence, including related communications with faculty members and academic units (except for distance education students).

Official University correspondence may be sent to students' mailing addresses or SMU email addresses on file. It is the responsibility of students to keep all their addresses current and to regularly check communications sent to them since they are responsible for complying with requests, deadlines and other requirements sent to any of their mailing addresses on file or to their SMU email.

Cell Phones

The University requests that students provide cellular telephone numbers, as they are one means of communicating with students during an emergency. Cellular telephone numbers may also be used by University officials conducting routine business. Students who do not have cellular telephones or do not wish to report the numbers should provide this information to the University through My SMU Self-Service. Students may be prevented from enrolling if their cellular telephone numbers are not on file or if they have not declared "no cellular telephone" or "do not wish to report cellular number" in My SMU.

Ethnicity

SMU requires that a valid ethnic group category be on file for all students. SMU's policies and the Family Educational Rights and Privacy Act of 1974 protect the confidentiality and privacy of this information. A student's ethnic group category can be viewed in My SMU, Self-Service Student Center.

U.S. Citizens or Permanent Residents. Ethnicity is self-determined. Students of multiple ethnic backgrounds may select multiple ethnic group categories. If the ethnic group value is incorrect, the student should go to the University Registrar's Office in the Laura Lee Blanton Student Services Building and complete an Ethnic/Racial Category Update Form.

International Students Living in the U.S. While Attending School. Selecting an ethnic group category is not required unless the student becomes a U.S. citizen or permanent resident.

Transcript Service

A transcript is an official document of the permanent academic record maintained by the University Registrar's Office. The permanent academic record includes all SMU courses attempted, all grades assigned, degrees received and a summary of transfer hours accepted. Official transcripts and certifications of student academic records are issued by the University Registrar's Office for all students. Copies of high school records and transfer transcripts from other schools must be requested from the institutions where the coursework was taken.

Transcripts are $12.25 per copy. Additional copies in the same request mailed to the same address are $3.50. Additional copies mailed to different addresses are $12.25 a copy. PDF transcripts are $16.00 per email address and are available only for students who attended after summer 1996. **Note:** No incomplete or partial transcripts, including only certain courses or grades, are issued. Transcripts cannot be released unless the student has satisfied all financial and other obligations to the University. Instructions for requesting a transcript to be mailed or picked up on campus are available at www.smu.edu/registrar ("Transcript Requests" link). A student may request his or her official transcript through the online My SMU Student Center. Requests are processed through the National Student Clearinghouse. Telephone and email requests are not accepted. Students or their specified third party can pick up their transcripts at the University Registrar's Office, 101 Blanton Student Services Building. Transcripts may be delayed pending a change of grade, degree awarded or term grades.

SMU is permitted, but not required, to disclose to the parents of a student any information contained in the education records of the student if the student is a dependent as defined in the Internal Revenue Code.

Transcripts may be released to a third party as specified by the student on the Student's Consent for SMU to Release Information to Student's Specified Third Party form accessible at www.smu.edu/LegalDisclosures/FERPA/Forms.

Note: Chapter 675, S.B. 302. Acts of the 61st Texas Legislature, 1969 Regular Session, provides as follows: *Section I.* No person may buy, sell, create, duplicate, alter, give or obtain; or attempt to buy, sell, create, duplicate, alter, give or obtain a diploma, certificate, academic record, certificate of enrollment or other instrument which purports to signify merit or achievement conferred by an institution of education in this state with the intent to use fraudulently such document or to allow the fraudulent use of such document. *Section II.* A person who violates this act or who aids another in violating this act is guilty of a misdemeanor and upon conviction is punishable by a fine of not more than $1,000 and/or confinement in the county jail for a period not to exceed one year.

Veterans

The University Registrar's Office certifies veterans each term for their benefits under federal programs, including the Yellow Ribbon Program. Most academic programs at SMU qualify for U.S. Department of Veterans Affairs benefits, making an SMU education accessible and affordable. Veterans are required to provide specific documents before they can be certified with the VA's Veterans Benefits Administration. Specific information regarding the certification process is available from the University Registrar's Office at www.smu.edu/registrar ("Veterans Affairs" link).

Final Examinations

Final course examinations shall be given in all courses where they are appropriate, must be administered as specified on the official examination schedule and shall not be administered during the last week of classes. Exceptions to the examination schedule may be made only upon written recommendation of the program director or the chair of the department sponsoring the course and with the concurrence of the dean of that school, who will allow exceptions only in accordance with guidelines from the Office of the Provost.

The examination schedule for the Master of Science in Sport Management is published at the start of each term. Students should note that an exam may be held on a day and/or at a time different from the regular class time.

Academic Grievance and Appeals Procedures for Students With Disabilities

The University policy for academic grievance and appeals procedures for students with disabilities is available in the Office of Disability Accommodations and Success Strategies and the University Registrar's Office.

Term Hour Loads

The unit of measure for the valuation of courses is the *term hour*, i.e., one lecture hour or three laboratory hours per week for a term of approximately 16 weeks (including final examinations).

Enrollment for nine hours of coursework per term is recognized as a full load for students engaged in graduate studies. Individuals who enroll for fewer than these minimum hours are designated as part-time students.

Full-time status in Simmons' 10-week terms is six credit hours. The Master of Science in Sport Management has an abbreviated eight-week term; students should refer to the Master of Science in Sport Management section of this catalog for exceptions regarding M.S.S.M. term hour loads.

A graduate student working on the completion of a thesis, dissertation or performance recital requirement on a full-time or part-time basis; enrolled in an internship or co-op program; enrolled as a third-year theatre major working on the completion of required production projects; or having an instructor appointment as part of a teaching fellowship, but not enrolled for the required number of hours; may be certified as a full-time or part-time student if the student is enrolled officially for at least one course and is recognized by his or her director or academic dean or the dean for the Office of Research and Graduate Studies as working on the completion of the thesis, dissertation or internship requirement on a full-time or part-time basis. In other special situations, a student not enrolled for the required number of hours may be certified as a full-time or part-time student if the student is officially enrolled for at least one course and is recognized by the academic dean or director as a full-time or part-time student, and if such recognition is approved by the provost.

Cautionary Note: Federal financial aid agencies and some other agencies require a minimum number of hours of enrollment for full-time status and do not make exceptions for internship, co-op or student-teaching enrollments. Students on financial aid should consult a Financial Aid Office adviser regarding minimum enrollment requirements for their situation.

Minimum and Maximum Course Loads

Minimum and maximum course loads allowed are based on the school of record.

Stop Enrollment/Administrative Withdrawal

Insufficient or improper information given by the student on any admission or enrollment form – or academic deficiencies, disciplinary actions and financial obligations to the University – can constitute cause for the student to be determined ineligible to enroll or to be administratively withdrawn.

Transfer Courses From Other Institutions

Official college transcripts are required for all college-level work attempted, regardless of transferability. Military transcripts are also required for students receiving VA benefits; more information is available at www.smu.edu/registrar ("Veterans Affairs" link). Students are responsible for making sure a transcript of all transfer work attempted is sent to the University Registrar's Office immediately following completion of the work.

Once students have matriculated at SMU, they may transfer no more than six hours to SMU from accredited colleges and universities or from other schools at SMU. Students may transfer up to 14 hours from other Simmons programs; credit may be denied for educational reasons, including the application of those credits toward a previously earned degree. Students who wish to take courses at another institution after admission to a Simmons graduate program must obtain prior approval; permission may be denied for educational reasons.

ENROLLMENT POLICIES

Course Scheduling and Enrollment Cycles

When students enter their school of record and into a specific degree program, they are assigned an academic adviser. Students should consult with the adviser for course scheduling, schedule changes, petitions, degree requirements and other such academic concerns. Advisers normally will have established office hours. The academic dean's office or the school's records office monitors progress and maintains official degree plans for all students in a school. Students should schedule conferences with their academic advisers upon admission to a school and prior to their final term to ensure that they are meeting all University and graduation requirements.

Each fall, spring and summer term has an enrollment period during which the formal process of enrollment in the University is completed. Prior to each enrollment period, the University Registrar's Office will publish enrollment instructions.

Some Simmons programs, most particularly those that observe an abbreviated term, offer more than three enrollment periods per year.

Each student is personally responsible for complying with enrollment procedures and for ensuring the accuracy of his or her enrollment. Students are expected to confirm the accuracy of their enrollment each term. Students who discover a discrepancy in their enrollment records after the close of enrollment for the term should immediately complete an Enrollment Discrepancy Petition. Petitions are to be submitted to the appropriate academic dean's office or records office within six months of the term in which the discrepancy appeared; contact information for submission of an Enrollment Discrepancy Petition can be viewed on the University Registrar's Office website at www.smu.edu/EnrollmentDiscrepancy. Petitions submitted later than six months after the discrepancy may not be considered.

Schedule Changes

The deadline for adding courses, dropping courses without grade record and changing sections for each enrollment period is listed on the Official University Calendar (www.smu.edu/registrar). Students are encouraged to seek assistance from their advisers when considering whether to add or drop a course. A student may drop a course with a grade of *W* (Withdrew) through approximately midterm by using the

student My SMU Self-Service. The specific deadline is listed on the Official University Calendar. **Note:** Some programs in the Simmons School of Education and Human Development have unique calendars, admission requirements and add/drop dates. Students should consult a program's Web page for calendar information.

After the deadline date on the Official University Calendar, the student may not drop a class. All schedule changes must be processed by the deadline date specified on the Official University Calendar. **Note:** Schedule changes are not complete for official University record purposes unless finalized in the University Registrar's Office.

Student-Athletes. Students must consult with the Athletic Compliance Office prior to dropping a course. In the consultation, the student will review the effects the drop might have on his or her athletic participation and financial aid. After the consultation, the Athletic Compliance Office will update My SMU Self-Service to allow the student to process the drop, if necessary. The consultation is advisory; students are responsible for their enrollment. For assistance regarding scholarships or other aspects of being a student-athlete, students should contact the Office of the Assistant Athletic Director for Student-Athlete Development.

International Students. Students must consult with the International Center prior to dropping a course. If dropping a course will cause the student to be enrolled in fewer than the required number of hours to remain a full-time student, the student's immigration status could be affected. After the consultation, the International Center will update My SMU to allow the student to process the drop, if necessary. The consultation is advisory; students are responsible for their enrollment.

Students on Merit or Need-Based Financial Aid. Students should consult with their financial aid adviser prior to dropping a course. If dropping a course will cause the student to be enrolled in fewer than the required number of hours to remain a full-time student, the student's financial aid status may be affected. After the consultation, the student may drop a course through My SMU Self-Service. The consultation is advisory; students are responsible for their enrollment. Questions regarding this procedure or financial aid should be directed to the Office of the Associate Financial Aid Director.

Withdrawal From the University

Note: Policies on refunds for withdrawal from the University are found in the Financial Information section of this catalog and in the *Financial Information Bulletin*, which can be accessed online at www.smu.edu/bursar ("Financial Bulletin" link). No refunds are made without an official withdrawal.

Students should be aware of the difference between a *drop* and a *withdrawal* and remember that they have different deadlines and separate financial policies. The deadlines for each are posted each term on the Official University Calendar at www.smu.edu/registrar. A *drop* occurs when a student removes one or more courses from his or her schedule and remains enrolled in at least one credit hour for the term. A *withdrawal* occurs when removing the course or courses will result in the student being enrolled in **zero** hours for the term.

If a student removes all courses from his or her schedule **prior to the first day of the term**, the transaction is considered a *cancellation* and does not result in financial penalty or impact the student's transcript.

Note: Due to the specialized cohort nature of the Master of Science in Sport Management program, continuing progression through the M.S.S.M. course sequence

can be seriously affected by withdrawal. M.S.S.M. students should always contact the program director prior to initiating this transaction.

A student who wishes to withdraw (resign) from the University before the end of a term or session must initiate a Student Petition for Withdrawal form and secure approval from his/her academic dean. The academic dean's office will then submit the form to the Office of the University Registrar. The effective date of the withdrawal is the date on which the Student Petition for Withdrawal is processed in the University Registrar's Office. Discontinuance of class attendance or notification to the instructors of intention to withdraw does not constitute an official withdrawal.

The enrollment of students who withdraw on or before the fifth day of regular classes as listed on the Official University Calendar will be canceled. Courses and grades are not recorded for canceled enrollments; however, the student will owe a portion of his/her tuition and fees. Additional information is available in the *Financial Information Bulletin*, which can be accessed online at www.smu.edu/bursar ("Financial Bulletin" link). A student who withdraws after the fifth class day will receive the grade of *W* in each course in which he or she enrolled.

Medical withdrawals and mandatory administrative withdrawals allow a prorated refund of tuition and fees and have conditions that must be met prior to reenrollment at SMU. Medical withdrawals can only be authorized by a licensed physician or psychologist counselor in the SMU Memorial Health Center. Mandatory administrative withdrawals can be authorized only by the vice president for student affairs. As a matter of University policy, and in compliance with federal regulations, retroactive medical withdrawals cannot be granted. The last day for a medical withdrawal is the last day of class instruction for the term from which the student is withdrawing.

Withdrawing students living in SMU housing must check out of the residence halls with the Department of Residence Life and Student Housing per established procedures.

Audit Enrollment (Course Visitor)

Individuals desiring to audit (visit) a class, including those concurrently enrolled for regular coursework, are required to process an Audit Enrollment Request Form. Forms are available at www.smu.edu/registrar ("Forms Library" link). Space must be available in the class. The following regulations are applicable:

1. Individuals may not audit courses in the Simmons master's program in counseling because a criminal background check is required of class participants.
2. Classroom recitation and participation are restricted; availability of course handouts, tests and other materials is restricted; no grade is assigned and no credit is recorded; no laboratory privileges are included.
3. The individual's name does not appear on class rosters or grade rosters.
4. Regular admission and enrollment procedures are not conducted for auditors.
5. The audit fee is nonrefundable.
6. If credit is desired, the course must be enrolled for and repeated as a regular course, and the regular tuition must be paid.

No-Credit Enrollment

Enrollment for no credit is accomplished in the conventional manner of enrollment, with regular admission and enrollment procedures being required. The student pays the regular tuition and fees, participates in class activities, and receives the grade of *NC* upon completion of the coursework. The student must indicate in writing no later than the 12th day of classes (the fourth day of classes in summer sessions; the second day of classes in intersession terms) that he or she wishes to take a course for no credit. Permission of the instructor or department is required for this type of enrollment, and the student is listed on class rolls. This enrollment is different from audit enrollments, for which no enrollment or grade is recorded.

Class Attendance

Regular class attendance is required. The instructor of each class announces at the beginning of the course policies regarding the effect of class attendance on the student's standing in the course. These policies may include dropping a student from the course for nonattendance after a certain number of absences. All reasons for absence should be submitted at once to the instructor.

The satisfactory explanation of absence may release a student from disciplinary action but does not relieve a student from responsibility for the work of the course during his or her absence. A student who misses an announced test, examination or laboratory period in a regular course of study and has the permission of the instructor may be given an opportunity to make up the work at the instructor's convenience. The instructor determines in all instances the extent to which absences and tardiness affect each student's grade.

Students may be dropped by a course instructor or academic dean for nonattendance or tardiness with a grade of *W* until the calendar deadline to drop. After the deadline, students must remain enrolled in the course.

Students may also be dropped by a course instructor for inappropriate classroom behavior. The instructor must submit the request by the University deadline to drop. After the deadline, the student must remain enrolled in the class and receive a final grade of *F*.

A student who has a passing grade in a course at the time of the final examination, but who misses the examination and satisfies the dean that the absence was unavoidable, may secure from the dean permission to take the examination at a time convenient for the instructor.

Absence Due to Illness

SMU's Memorial Health Center does not provide documentation for granting excused absences from class. If students are absent for illness, they should talk to their professors about how they might catch up with the material missed. If students are seriously ill and require hospitalization or an extended absence, students should talk to their professors and the Office of Student Life to decide how to deal with the interruption in their studies. To facilitate communication with their professors about their absence, students may submit the Absence from Class Form available at www.smu.edu/healthcenter.

Interpretation of Course Numbers

Each SMU course has a four-digit course number. The first number indicates the general level of the course.

1000–1999	First-year
2000–2999	Sophomore
3000–3999	Junior
4000–4999	Senior
5000–5999	Senior or Graduate
6000–9999	Graduate

The second digit specifies the number of credit hours; exceptions are noted below.

Digit	*Credit Hours*
0	0, .5 or 10–15
1	1 or 1.5

The third and fourth digits are used to make the course number unique within the department.

GRADE POLICIES

A student's grades are available to him or her through My SMU Student Center. While there are some variations between the Simmons graduate programs with respect to grading standards, the following information applies to most Simmons programs. Regardless, some exceptions exist:

1. The Master of Liberal Studies program maintains a special policy regarding the grade of *C*-, which is not considered a passing grade within the M.L.S. program.
2. Students who earn a grade of *C* in a course in the M.S. in counseling program must retake the course.
3. Students who earn a grade below *C*- in any Master of Science in Sport Management course must retake the course. Any M.S.S.M. course completed with a grade below *C*- will not be applied toward fulfillment of the M.S.S.M. degree.
4. All graduate students in the Department of Teaching and Learning or Department of Education Policy and Leadership must maintain a 3.000 GPA. Graduate students who earn a grade of *C*- or below in any course will not be allowed continuous enrollment until the respective course is repeated.

In addition, there are differences between the Simmons programs concerning the number of Incomplete grades a student may carry at any one time. For reasons such as these, students are encouraged to consult their academic advisers and/or graduate program handbooks when questions arise.

Grade Scale

The grade of a student in any course is determined by the instructor of the course. The following grades are authorized for recording on the student's official graduate academic record maintained by the University Registrar's Office.

Grades	*Description*	*Grade Points per Term Hour*
A	Excellent Scholarship	4.000
A-	Excellent Scholarship	3.700
B+	Good Scholarship	3.300
B	Good Scholarship	3.000
B-	Good Scholarship	2.700
C+	Fair Scholarship	2.300
C	Fair Scholarship	2.000
C-	Fair Scholarship	1.700
D+	Poor Scholarship	1.300
D	Poor Scholarship	1.000
D-	Poor Scholarship	0.700
F	Fail	0.000
P, CR	Pass, Credit	*
I	Incomplete	*
NC	No Credit Received	*
X	No Grade Received in Registrar's Office	*
WP/W	Withdrawal Passing/Withdrew	*

Note: Asterisks denote grades not included in a student's GPA.

Grade of F, D or W

Failing is graded *F*. If the student's work is incomplete, poor quality and not acceptable, a grade of *F* will be given. After such a grade, credit may be obtained only by repeating the course.

The grade of *D* represents performance below average expectations. Students receiving a *D* in a course that is a prerequisite to another course should consult with their advisers about repeating the course so that they will be adequately prepared for work in the following course.

The grade of *W* cannot be recorded unless completion of the official drop or withdrawal process has occurred by the applicable deadline *during the term of enrollment*. Only the grade of *W* may be recorded if the student has officially dropped courses from the schedule or withdrawn (resigned) from the University. The grade of *W* may not be revoked or changed to another grade because the act of officially dropping/withdrawing is irrevocable.

Grade of Incomplete

A student may temporarily receive a grade of Incomplete (*I*) if a substantial portion of the course requirements have been completed with passing grades (for the Master of Science in Sport Management program, 90 percent of the course requirements completed with passing grades), but for some justifiable reason acceptable to the instructor, the student has been unable to complete the full requirements of the

course. The Department of Teaching and Learning explains the detailed procedure for obtaining an Incomplete grade in its Student Handbook.

The grade of *I* is normally changed to a final grade within one year but no later than the time of graduation. At the time a grade of *I* is given, the instructor must stipulate in writing to the student the requirements and completion date that are to be met and the final grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month deadline, the grade of *I* will be changed to the grade provided by the instructor at the time the Incomplete was assigned or to a grade of *F* if no alternate grade was provided.

The grade of *I* is not given in lieu of a grade of *F* or *W*, or other grade, each of which is prescribed for other specific circumstances.

The grade of *I* in a course does not authorize a student to attend or enroll in the course during a later term. Graduation candidates must clear all Incompletes prior to the deadline on the Official University Calendar. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of *I* to the grade indicated by the instructor at the time the grade of *I* was given.

A maximum of two (six hours) concurrently held Incomplete grades in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete grade total is reduced. Students who accumulate three Incomplete grades in courses other than thesis will be put on probation and will not be allowed to enroll further until the total of Incomplete grades is reduced to two.

Grade Point Average

A student's grade point average (cumulative GPA) is computed by multiplying the term hours of each course attempted by the grade points earned in the particular course and then dividing the total number of grade points by the total number of hours attempted, excluding those hours for which grades are shown with an asterisk on the grade chart. The GPA is truncated, not rounded, at three decimal places.

Grade Changes

Changes of grades, including change of the grade of *I*, are initiated by the course instructor and authorized by the academic chair and by the academic dean of the school in which the course was offered. If a student requests a grade change, the instructor may ask the student to provide the request as a written petition, which may become an official part of any further process at the instructor's discretion. Changes of grades may be made only for the following authorized reasons: to clear a grade of *I*, to correct a processing error or to reflect a re-evaluation of the student's original work. A change of grade will not be based on additional work options beyond those originally made available to the entire class.

Changes of grades of *I* should be processed within a calendar year of the original grade assignment. Other changes of grades must be processed by the end of the next regular term. No grade will be changed after 12 months or after a student's graduation, except in cases where a grade is successfully appealed – provided that written notice of appeal is given within six months following graduation – and in extenuating circumstances authorized by the academic dean and approved by the University Registrar's Office.

Grades for Repeated Courses

Students will be allowed to repeat courses according to the following rules: Both the initial and the second grades will be recorded on the student's permanent academic record (transcript). Both grades will be included in the calculation of the student's cumulative GPA and in the determination of academic probation, suspension, dismissal, honors and graduation. Only the repeated course and not the initial credit hours count toward the number of hours needed for graduation.

Pass/Fail Option

Students should consult with their advisers before declaring the pass/fail option for any course, as some courses may not be taken pass/fail.

Grade Appeals

A student who feels that an assigned grade is other than the grade earned must first discuss the matter with the course instructor to determine if the discrepancy is caused by error or misunderstanding. At the time of the initial discussion, the student may be asked to provide a written petition requesting the change of grade.

A student who is not satisfied by the instructor's decision on a request for a grade change, and who maintains that the original grade was capriciously or unfairly determined, may appeal to the chair of the department in which the course was offered (or, in the case of a nondepartmental course, to a faculty agent designated by the dean of the school offering the course). After discussing the matter with the student, and bearing in mind that the final authority in matters of academic judgment in the determination of a grade rests with the course instructor, the chair (or faculty agent) will consult with the course instructor, who will subsequently report to the student the disposition of the appeal.

A student who is not satisfied by the disposition of the appeal may appeal the decision to the dean of the school offering the course. The dean will take action as he or she deems appropriate. A student may appeal the dean's decision to the provost. In their actions, the dean and the provost must respect the principle that the determination of a grade rests with the course instructor.

ACADEMIC ADVISING AND SATISFACTORY PROGRESS POLICIES

Academic Advising

Academic advising is an important process for each graduate student at SMU. Each student must meet with his or her assigned academic adviser prior to enrolling for an academic term. At this meeting, the adviser will assist the student in planning majors and minors and a program of study, understanding the Degree Progress Report, and scheduling courses that will count toward graduation requirements. After the initial required advising session, the student is encouraged to seek assistance from the adviser when considering whether to add or drop courses.

For an effective advising relationship, the student must be prepared when meeting with the adviser. The student must initiate the advising appointment. The adviser will give assistance to the student, but the student has the final responsibility for the accuracy of the enrollment, the applicability of courses toward the degree requirements, and his or her academic performance.

Students are assigned an academic adviser by their academic dean's office or records office. A student who enrolls without first meeting with his or her assigned

academic adviser may be subject to sanctions including, but not limited to, cancellation of the term enrollment and restriction from the self-service enrollment functions.

Leave of Absence

A leave of absence is a temporary leave from the University – a kind of "time out" – that may be necessary during an academic career. Students may elect to take leaves of absence for a variety of reasons, including 1) medical reasons due to accident or illness, 2) family crises or other personal situation that requires an extended absence from school, 3) financial issues that may take time to resolve, and 4) academic difficulties that may best be handled by taking time to refocus on college work.

Typically, a leave of absence is for one term or one academic year. A student may extend a leave of absence by contacting his or her academic department representative. The process to return to SMU after a leave-of-absence period can be an easy one, especially if the student has gone through the steps to file for a leave of absence and planned ahead for the return. Following SMU's leave-of-absence guidelines helps 1) assure that the degree requirements per the catalog of record when the student initially matriculated at SMU still apply upon return, 2) assist with financial aid processing, and 3) provide the support needed to return to SMU and successfully finish the degree.

The SMU Leave of Absence Policy provides students with a formal process to "stop out" of SMU for either voluntary or involuntary reasons. Typically, *a leave of absence* is for a temporary departure from the institution; however, *intended permanent withdrawals* from SMU will also be processed under the Leave of Absence Policy.

The first step to effect a leave of absence is for the student to arrange an appointment to meet with his or her academic adviser, who will then assist the student with the process.

Academic Progress

Failure to meet established minimum acceptable standards of academic or disciplinary performance can result in probation, suspension or dismissal. Information regarding disciplinary action can be found under Code of Conduct in the University Life and Services section of this catalog.

Graduate students must maintain a cumulative GPA of 3.000. If in any term the student falls below this cumulative GPA, the student will be placed on probation for one regular term. If at the end of the term of probation the cumulative GPA is not up to 3.000, the student may be removed from the program at the discretion of the dean's office or records office.

Definitions: Academic Probation, Academic Suspension, Academic Reinstatement and Academic Dismissal

Academic Probation. Academic probation is a serious warning that the student is not making satisfactory academic progress. A student on academic probation is still eligible to enroll and is considered in good standing for enrolling in classes and for certification purposes. Academic probation is not noted on the permanent academic record; however, a student on academic probation may be subject to certain conditions during the period of probation and will be subject to academic suspension if he or she does not clear academic probation.

Academic Suspension. Academic suspension is an involuntary separation of the student from SMU. Academic suspension is for at least one regular term. The term of suspension might be for a longer period depending on the policy of the school of record or the terms of the individual student's suspension.

The status of academic suspension is recorded on a student's permanent academic record. While on academic suspension, a student is not in good academic standing for certification purposes and is not eligible to enroll at SMU. Students who have served their suspension and who are eligible to return may not enroll for any intersession terms.

Credits earned at another college or university during a term of suspension may not be applied toward an SMU degree. A grade point deficiency must be made up through enrollment at SMU.

Academic Reinstatement. A student who has been on academic suspension once may apply for reinstatement to SMU. If reinstated, the student may enroll in classes, and he or she is considered in good academic standing for purposes of certification. A student who is reinstated remains on academic probation until the conditions of academic probation are satisfied.

Academic Dismissal. A second suspension that is final results in an academic dismissal from the University. Academic dismissal is final, with no possibility of reinstatement or readmission. Academic dismissal is recorded on the student's permanent academic record.

Academic Petitions and Waivers

Petitions and/or requests for waivers concerning University requirements, graduation requirements and the evaluation of transfer work should be submitted to the dean's office or records office of the student's school of record.

Transfer Coursework

The policy for transfer coursework is found under Transfer Courses From Other Institutions in the General Policies section of this catalog.

GRADUATION POLICIES

Apply to Graduate

Students must file an Application for Candidacy to Graduate with their academic dean's office, program adviser's office or records office no later than the last day of the first week of the term in which they will complete all degree requirements. Applications are filed through My SMU Self-Service by the deadline date on the Official University Calendar.

Students who file an application after the published deadline may be required to pay a nonrefundable late fee. Late applications may be denied after the start of the next term, and the Application for Candidacy to Graduate applied to the next conferral date. Students taking coursework at another institution and transferring the course(s) back to SMU are responsible for ensuring that the University Registrar's Office receives their official transcript in order for their degree to be conferred for the anticipated graduation term.

SMU has three degree conferral periods for most programs: fall (December), spring (May) and summer (August). Students who complete their degree requirements during a J Term (January) intersession, May term or August term will have their degrees conferred at the conclusion of the following conferral term.

Note: Some Simmons graduate programs confer five times per year. Prior to approving a Master of Science in Sport Management student for degree conferral, M.S.S.M. faculty and administration will consider any documented judicial or disciplinary complaints on record and audit the student's academic standing, including satisfactory completion of the required but noncredit-bearing aspects of the M.S.S.M. program.

Commencement Participation

An All-University Commencement Convocation is held in May for students on schedule and enrolled to complete degree requirements during the spring term. Students on schedule and enrolled to complete all degree requirements during the following summer session may also participate in the University Commencement Convocation, although their degrees will not be conferred until August. Students may also participate in departmental or school ceremonies following the University commencement according to the policies of the departments or schools.

An All-University December Commencement Convocation is held each year for students completing degree requirements during the fall term. Students who completed degree requirements during the previous summer session may also participate. Students on schedule and enrolled to complete all degree requirements during the following J Term (January) intersession may also participate in this ceremony, although their degrees will not be conferred until May.

Students in some of the Simmons programs that offer abbreviated terms may participate in the ceremony closest to their conferral date.

A student may participate once in either the All-University Commencement Convocation in May or the All-University December Commencement Convocation for a given degree, but not both. To participate in a ceremony, a student must file with their academic dean's office or records office an Application for Candidacy to Graduate or Intent to Participate Form.

Statute of Limitations for Degree Plans

A student who has been readmitted to the University following an absence of more than three years will be expected to meet all current requirements for graduation.

ENGLISH AS A SECOND LANGUAGE PROGRAM

www.smu.edu/esl

Students whose first language is not English may encounter special challenges as they strive to function efficiently in the unfamiliar culture of an American university setting. Dedman College offers the following ESL resources to students from all schools and departments of SMU. Students may apply on the ESL website.

More information about the ESL Program is available on the website or from the director, John E. Wheeler (jwheeler@smu.edu).

The Courses (ESL)

ESL 6001, 6002. SEMINAR FOR INTERNATIONAL TEACHING ASSISTANTS. Graduate students who speak English as a second language prepare for their teaching responsibilities with undergraduate students taking University Curriculum courses. The main components include language skills needed as international teaching assistants, ITA-related teaching methodology, cross-cultural communication within the American classroom, and presentation skills. Also, examination of case studies, microteaching demonstrations, and periodic out-of-class individual consultations on the student's language and pedagogical skills. The course is free of charge, noncredit bearing, and transcripted as pass or fail.

ESL 1001 (0). ESL COMMUNICATION SKILLS. The goal of this course is to improve ESL students' oral and aural interactive skills in speaking, giving presentations, pronunciation, listening, and American idiomatic usage so that they may become more participatory in their classes and integrate more readily with their native English-speaking peers. It is designed to meet the needs of undergraduate and graduate students who may be fully competent in their field of study yet require specialized training to effectively communicate in an American classroom setting. The course is free of charge, noncredit bearing, and transcripted as pass or fail. *Prerequisite:* ESL Program approval required.

ESL 1002 (0). ESL COMMUNICATION SKILLS II. Building on skills developed in ESL 1001, students make use of their knowledge and practice to explore various aspects of American studies. In addition to speaking and presentation skills, reading and writing are also exploited as a means for students to gain a deeper understanding of American culture, customs, attitudes, and idiomatic use of the language. The course is noncredit and no-fee, and is transcripted as pass or fail. ESL 1001 is recommended as a precursor but is not a prerequisite. *Prerequisite:* ESL Program approval required.

ESL 20XX (0). INTENSIVE ENGLISH PROGRAM. All 2000-level ESL courses are exclusive to the Intensive English Program. This multilevel, yearlong program is designed to prepare students and professionals for academic success at the university level. The course of study consists of English for academic purposes, TOEFL-related skills, and American culture. It is open to currently enrolled and newly incoming students, as well as to those not affiliated with SMU. On-campus housing and meals are available during the 6-week summer term. This is a noncredit, nontranscripted program, and separate tuition fees are charged. *Prerequisite:* ESL Program approval required.

ESL 3001 (0). ADVANCED GRAMMAR FOR WRITERS. This course helps students develop their grammar and writing skills within the context of academic readings. Problem areas of English grammar and style are explored through periodic assignments, research documentation methods, and a final research project. The course is free of charge, noncredit bearing, and transcripted as pass or fail. *Prerequisite:* ESL Program approval required.

ESL 3002 (0). ADVANCED ACADEMIC WRITING. Building on principles of grammar and style covered in ESL 3001, this course helps students further improve the writing skills needed for their particular academic careers, using academic texts as a basis for out-of-class writing assignments and a final research project. The course is free of charge, noncredit bearing, and transcripted as pass or fail. *Prerequisite:* ESL Program approval required.

ESL 4001 (0). ESL PRONUNCIATION SKILLS. Students improve their pronunciation by focusing on sentence stress, rhythm, intonation, and body language while learning to mimic American speech patterns. With the instructor's assistance and extensive individual feedback, students develop personal strategies and exercises to become more aware of their own weaknesses. The course is free of charge, noncredit bearing, and transcripted as pass or fail. *Prerequisite:* ESL Program approval required.

SMU-IN-PLANO

www.smu.edu/plano

SMU opened a campus in Plano's Legacy Business Park in fall 1997 to 1) extend SMU's resources to meet the educational needs of residents in Collin County and beyond, 2) make enrollment in graduate-level programs more convenient for working professionals and 3) collaborate with area businesses by offering programs to serve the training needs of their employees and by providing corporate meeting space. Conveniently located about 1 mile south of the intersection of state Highway 121 and the Dallas North Toll Road, SMU-in-Plano features 16 landscaped acres and four buildings with nearly 200,000 square feet of classroom space, with an additional 9 acres adjacent to the facility.

SMU-in-Plano serves more than 800 adult students each year (excluding enrollment in noncredit courses) through a variety of full-time, evening and weekend programs leading to master's degrees and/or professional certificates in business administration, counseling, dispute resolution, liberal studies, education and learning therapies, engineering, and video game technology (The Guildhall at SMU). During the summer, nearly 2,000 children participate in a variety of programs designed to enhance their academic skills. The campus also provides important outreach services to the surrounding Collin County communities; these services include the Mediation and Arbitration Center, the Diagnostic Center for Dyslexia and Related Disorders, and the Center for Family Counseling.

More information is available online or through the SMU-in-Plano office: 5236 Tennyson Parkway, Building 4, Plano TX 75024, 972-473-3400.

RESIDENCE ACCOMMODATIONS

The mission of the Department of Residence Life and Student Housing is to advance the goals and objectives of the University by creating residential communities that empower residents to value learning, citizenship and leadership. To support SMU's mission, goals and objectives, RLSH develops and sustains the residence halls and apartments as communities that support the broad range of student needs. To this end, RLSH seeks opportunities to promote an intellectual culture in residence halls that complements an already flourishing campus social culture. The University prides itself on offering a full living and learning experience for its resident students. RLSH is responsible for the campus residential community, including all residence halls, approximately 40 SMU-owned apartments and 10 SMU-owned Greek chapter houses. This responsibility includes making sure that facilities are well maintained and that students have opportunities to grow personally and excel academically.

Housing Policy for All Students

All incoming first-year undergraduate students are required to live on campus for two years. Exceptions may be granted at the discretion of the dean of RLSH to those students from Dallas/Fort Worth who live with a parent or legal guardian in the primary residence of the parent or guardian. For housing purposes, the *two years*

means the first two years of college. Incoming transfer students who are over the age of 16 and under the age of 20 are required to live on-campus for their first year at SMU. For 2014–2015, upperclass, transfer and graduate students are not required to live on campus but may apply on a space available basis.

Applications for Residence

New graduate students should submit the completed application and contract to RLSH with a check or money order for $100 made payable to Southern Methodist University for the nonrefundable housing deposit. Notification of assignment will be made by RLSH.

The housing license agreement is for the full academic year (fall and spring terms). Room charges for the fall term will be billed and are payable in advance of the term for students who register before August 1, and room charges for the spring term will be billed and are payable in advance of that term for students who register before December 1. Students who register after these dates must pay at the time of registration. Room charges for the full academic year will be due and payable should a student move from the residence hall at any time during the school year. Accommodations for shorter periods are available only by special arrangement with the dean of RLSH before acceptance of the housing license agreement. It is important that applicants become familiar with the license agreement, as it is a legally binding document.

Graduate Residence

The Department of Residence Life and Student Housing operates one apartment residence hall designated for graduate students." Hawk Hall, a one-bedroom-apartment facility, houses single graduate students and married students (graduate and undergraduate) with families. Families with no more than two children may be housed in Hawk Hall.

Special Housing Needs

Students having special housing needs because of a disability should contact the SMU Office of Disability Accommodations and Success Strategies in order to establish eligibility for accommodations. When applying for housing, students should also submit information to RLSH regarding a request for accommodations. DASS and RLSH will work together with the student on their specific situation to make necessary accommodations.

General Housing Information

Each apartment is equipped with a telephone, local telephone service, voice mail system and wireless Ethernet connections to the University's computer system. All residence halls are air-conditioned and some have individually climate-controlled rooms. Washing machines and dryers are located in all residence halls. Meal plans are not required in the graduate hall.

For more information, students should visit www.smu.edu/housing or contact the Department of Residence Life and Student Housing, Southern Methodist University, PO Box 750215, Dallas TX 75275-0215; phone 214-768-2407; fax 214-768-4005; housing@smu.edu.

DISABILITY ACCOMMODATIONS AND SUCCESS STRATEGIES

DASS offers comprehensive support services for any SMU student with a disability. Services include classroom accommodations for qualified students with a learning disability and/or attention deficit hyperactivity disorder, as well as physical accessibility and accommodations for other conditions such as physical, visual, hearing, medical or psychiatric disorders. For undergraduate students, academic coaching with DASS learning specialists is available in the areas of transitioning, learning strategies, educational planning and self-advocacy. More information on the accommodations process and DASS resources is available at www.smu.edu/alec/dass.

ACADEMIC INTEGRITY AND CODE OF CONDUCT

The Honor Code of Southern Methodist University

Intellectual integrity and academic honesty are fundamental to the processes of learning and of evaluating academic performance, and maintaining them is the responsibility of all members of an educational institution. The inculcation of personal standards of honesty and integrity is a goal of education in all the disciplines of the University.

The faculty has the responsibility of encouraging and maintaining an atmosphere of academic honesty by being certain that students are aware of the value of it, that they understand the regulations defining it, and that they know the penalties for departing from it. The faculty should, as far as is reasonably possible, assist students in avoiding the temptation to cheat. Faculty members must be aware that permitting dishonesty is not open to personal choice. A professor or instructor who is unwilling to act upon offenses is an accessory with the student offender in deteriorating the integrity of the University.

Students must share the responsibility for creating and maintaining an atmosphere of honesty and integrity. Students should be aware that personal experience in completing assigned work is essential to learning. Permitting others to prepare their work, using published or unpublished summaries as a substitute for studying required material, or giving or receiving unauthorized assistance in the preparation of work to be submitted are directly contrary to the honest process of learning. Students who are aware that others in a course are cheating or otherwise acting dishonestly have the responsibility to inform the professor and/or bring an accusation to the Honor Council.

Students and faculty members must share the knowledge that any dishonest practices permitted will make it more difficult for the honest students to be evaluated and graded fairly and will damage the integrity of the whole University. Students should recognize that their own interests and their integrity as individuals will suffer if they condone dishonesty in others.

The Honor System

Academic dishonesty includes plagiarism, cheating, academic sabotage, facilitating academic dishonesty and fabrication. Plagiarism is prohibited in all papers, projects, take-home exams or any other assignments in which the student submits another's work as being his or her own. Cheating is defined as intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise. Academic sabotage is defined as intentionally taking any action that negatively affects the academic work of another student. Facilitating academic dishonesty is

defined as intentionally or knowingly helping or attempting to help another to violate any provision of the Honor Code. Fabrication is defined as intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

Code of Conduct

The following are University procedures and standards with which every student must become familiar. The University considers matriculation at SMU an implicit covenant and a declaration of acceptance on the part of the student of all University regulations.

Standards of conduct are established through faculty, student and administrative efforts and are under continuous evaluation by the entire University community in order to assure reasonable and fair limits. At SMU, the student is assumed to have a high degree of loyalty and responsibility to the University and its well-being, as well as to himself or herself in personal, social and intellectual pursuits; the student's behavior both on and off campus is evidence of this.

Students at SMU will discover that they are encouraged to exercise a great amount of personal freedom as well as accompanying responsibilities. Through their personal capacities for intelligent thought and action, mature students understand that there are situations in which certain behavior must be modified for the benefit of others. The University stands firm in its commitments to the rights and freedoms of students, expecting in return the same respect and concern.

Due respect for the entire University community, faculty, staff and one's fellow students is always expected. The University expects all students to be responsible citizens and to abide by all federal, state and local laws. The University Code of Conduct applies to students both on and off campus. It is the University's expectation that students will avoid behaviors such as, but not limited to, the misuse of drugs and alcohol, dishonesty, gambling, hazing, or behavior that endangers or threatens to endanger the health and safety of any person.

Students are required to identify themselves when asked by a properly identified faculty or staff member, or by another student serving as a University staff member. Persons who are not members of the University community and without business on campus may be asked to leave.

Conduct Review Process

Clear disciplinary procedures are an important part of the mission of SMU as an educational institution. The intent of the system of due process at SMU is to be educational and not merely punitive for students. The goal continues to be to produce quality citizens. The purpose of the conduct review process is to encourage personal responsibility.

Depending on the degree of misconduct, a student may be subject to sanctions ranging from an informal warning to expulsion from the University. In addition, a student may be assigned educational sanctions designed to promote personal growth and development. Should a student be asked to leave the University, he or she should do so in an expeditious and peaceful manner. The student should remain off campus until he or she receives written permission from the Office of the Dean of Student Life to return to campus. In the event of such separation, a student is still responsible for University financial obligations.

Having voluntarily enrolled as students at Southern Methodist University and assumed a place in the University community, all students are presumed to be knowledgeable of, and have agreed to abide by, the rules and regulations set forth in the Student Code of Conduct.

VETERANS SERVICES

The Division of Student Affairs provides a coordinator of veteran support and services through the Office of the Dean of Student Life. The coordinator helps veterans navigate the campus community and connect with available resources on campus and in the greater Dallas community. A chartered student organization, U.S. Military Veterans of SMU (SMU MilVets), meets regularly to provide support to fellow veterans and to participate in fundraisers, care package drives, tailgating on the Boulevard during football games and other activities during the school year. In addition, the University Registrar's Office certifies veterans each term for their benefits under federal programs and the Office of Financial Aid works to provide individual aid packages. More information regarding services and benefits for veterans is available at www.smu.edu/veterans.

WOMEN'S CENTER

www.smu.edu/womenscenter

The Women's Center for Gender and Pride Initiatives of Southern Methodist University empowers students within the University to increase awareness and understanding of gender equity issues by eliminating barriers, diminishing prejudices and creating a supportive climate and space for all. Through advocacy, information, referral services and leadership experiences, the Women's Center provides a safe haven for students struggling with issues of injustice and oppression. Student organizations advised here include the Women's Interest Network, Campus YWCA, Women in Science and Engineering, and Spectrum, the lesbian, gay, bisexual, transgender and ally organization. Also housed in the Women's Center is the SMU Women's Symposium (www.smu.edu/womsym), which is part of The Education of Women for Social and Political Leadership series, established in 1966. The center provides an informal, homelike atmosphere where members of the SMU community can meet.

OFFICE OF THE CHAPLAIN AND RELIGIOUS LIFE

www.smu.edu/chaplain

The Office of the Chaplain and Religious Life offers resources of pastoral care and theological reflection that nurture the spiritual maturation, moral and ethical vision and character of students, faculty and staff.

Chaplain Stephen W. Rankin is the pastor and minister to the University community. Chaplain Rankin leads and preaches at University Worship, an ecumenically Christian all-University service of worship in the Methodist tradition, in Perkins Chapel each Sunday during the term. Students, faculty and staff are invited to participate in this service through music, scripture readings or other expressions of worship. Other services, including the University Service of Memory, Ash Wednesday Service and memorial services as needed, are also planned and implemented by the Office of the Chaplain.

Presently, there are more than 30 religious life organizations. Alongside the Christian groups aligned with denominations, local Dallas-area congregations or national parachurch ministries, SMU also has an active Hillel chapter for Jewish

students, a bustling Muslim Student Association and other faith groups of various traditions. A large number of undergraduate, graduate and professional students, as well as many of SMU's faculty, staff and administrators, participate in these dynamic religious communities.

Chaplains are available for personal counseling and spiritual direction with students, faculty and staff during office hours. The Office of the Chaplain is located in the Hughes-Trigg Student Center, suite 316. Adjacent to this office is the Quiet Place, a setting for meditation, prayer and reflection for all faiths. The Quiet Place is open daily and available with no prior reservation needed.

HEALTH SERVICES

SMU Memorial Health Center

www.smu.edu/healthcenter

The University's health facilities are temporarily located at 3014 Daniel Avenue. Services include an outpatient primary care clinic, pharmacy and lab. Counseling and Psychiatric Services and the Office for Alcohol and Drug Abuse Prevention are located on the second floor. The Health Center is accredited by the Accreditation Association for Ambulatory Health Care Inc.

Outpatient Medical Services. SMU provides a convenient, economical medical clinic for diagnosis and treatment of illness and injury, as well as for immunizations and continuation of treatment such as allergy injections. The clinic is staffed by physicians, registered nurses, medical assistants and lab technologists. Physicians are available by appointment 8:30 a.m.–4:30 p.m., Monday through Friday. For appointments and health information, students should call 214-768-2141.

Patient Observation. When ordered by a staff physician, a student may be held in observation between 8:30 a.m. and 5 p.m., Monday through Friday. Observation is available for most types of non-major medical treatment. When necessary, students are referred to medical or surgical specialists in Dallas. The patient will be responsible for the costs of these services.

Acute/After Hours Care. For emergency care after clinic hours, it is recommended that students call 911 or go to a hospital emergency room. Students should refer to the Health Center website (www.smu.edu/healthcenter) for hospital information and location of an urgent care facility.

Costs. Undergraduate and graduate students pay a mandatory health center fee and receive fully covered primary care physician services at the Health Center for that term, as well as counseling and psychological services and access to health education programs. Any lab work, pharmacy items and medical supplies are charged at reasonable rates.

Mandatory Health Insurance Policy. To ensure that students have appropriate health care coverage, SMU requires all domestic students, both undergraduate and graduate, taking nine or more credit hours to have health insurance through either an individual/family plan or the University-offered plan. All international students taking one or more credit hours must enroll in the University-offered plan unless they have a special waiver personally granted by the Health Center staff.

SMU's mandatory policy requires those students with the enrollment status mentioned above to provide documentation of current insurance coverage or to enroll in the Student Health Insurance Plan by the drop/add date each term. Students can enroll in SHIP, after they have enrolled for classes, by selecting the "Health Insurance" button on the "Student Center" component of My SMU. A domestic student

who already has private health insurance coverage must waive SHIP coverage to avoid automatic enrollment into the plan and thereby have the semiannual premium charge applied to his or her University account. Waivers will not be accepted nor will changes be made after the deadline each term. For more information and instructions on how to WAIVE or ELECT coverage, students should visit the website www.smu.edu/healthinsurance. Students who elect SHIP for the fall term will automatically be re-enrolled in mid-December unless the insurance office receives notification of the desire to waive for spring. **Note**: Health insurance is separate from the student Health Center fees and is paid for separately.

Pharmacy. A complete pharmacy with registered pharmacists is open from 8:30 a.m. to 5 p.m., Monday through Friday. Many prescription plans are accepted, and the pharmacy will transmit pharmacy claims to a student's insurance company if provided with the student's pharmacy benefits information.

X-ray and Laboratory Services. X-ray and laboratory tests are available for nominal fees. All X-rays are interpreted by a radiologist.

Immunizations. All students (undergraduate, graduate, part-time and full-time, to include international and IEP/ESL students) are required to have an SMU medical history form on file in the SMU Health Center before registration. To comply with SMU policy, all students must also submit to the Health Center immunization records that provide proof of immunization against measles, mumps and rubella. These MMR immunizations must be documented by a physician, public health record, military health record or school health record. Students will not be allowed to register without immunization compliance.

Effective January 1, 2012, Texas state law requires that all new students under the age of 30 must provide documentation demonstrating they have been vaccinated against bacterial meningitis. The documentation must show evidence that a meningitis vaccine or booster was given during the five-year period preceding and at least 10 days prior to the first day of class of the student's first term. Students should provide the documentation at least 10 days before the first day of class. Students seeking exemption from this requirement due to health risk or conscience, including religious belief, should see the second page of the SMU medical history health form. More information is found under Final Matriculation to the University in the Admission to the University section of this catalog.

Students are encouraged to check their My SMU account for immunization status. Immunizations are available at the Health Center. Health history forms are available on the Health Center's website at www.smu.edu/healthcenter.

Class Absence Due to Illness. Students should schedule appointments with physicians at times when they do not have classes. The Health Center does not issue excuses from classes for illness. Students should refer to the Health Center website (www.smu.edu/healthcenter) for the Class Absence Policy.

Notification of Parents. Students are encouraged to call one or both parents when ill. Parents or guardians will be notified in cases of life-threatening illnesses. The Health Center staff may not speak to parents without the student's permission.

Health Service Records. All health service records are confidential. A copy of medical records may be released to a physician only with a written release by the student. Records are not made available to parents, SMU administrators, faculty or staff without the student's written consent.

Counseling and Psychiatric Services. CAPS provides psychiatric evaluation, crisis intervention and group/individual/couples psychotherapy for students. All inter-

views are conducted on a voluntary and confidential basis. There is no charge to students who have paid the University health fee. Students can seek confidential help for concerns such as anxiety, depression, relationship issues, career/life planning, sexual identity, eating/body image concerns and sexual assault/sexual harassment matters. Any laboratory tests or pharmaceuticals ordered will be charged to the student. For more information regarding scheduling appointments, students should call 214-768-2277 between 8:30 a.m. and 5 p.m., Monday through Friday, or visit www.smu.edu/counseling.

Testing Services. Testing Services offers testing to the Dallas-area community. These services include on-campus administration of national testing programs such as the SAT, LSAT, GRE Subject and PRAXIS. Other testing offered includes CLEP tests and correspondence examinations for other universities. For additional information, students should call the center at 214-768-2269.

Office for Alcohol and Drug Abuse Prevention. This office provides a free and confidential source of help and information to the SMU community on issues related to substance abuse and addiction. Appointments for counseling or assessment can be made between 8:30 a.m. and 5 p.m., Monday through Friday by calling 214-768-4021. More information is available at www.smu.edu/liveresponsibly.

Office of Health Education and Promotion. This office serves as a resource for health information on campus. It promotes programs and activities that focus attention on health-related issues affecting college students. Students can get involved with health education on campus through the Peer Advising Network. More information is available from the Health Center (telephone: 214-768-2393; website: www.smu.edu/healthcenter/healtheducation.

CHILD CARE

SMU provides a licensed child care center for children ages 1 month to 5 years on a space-available basis. More information is available at www.smu.edu/childcare or from the director of the center at SMU Preschool and Child Care Center, Southern Methodist University, PO Box 215, Dallas TX 75275-0215; phone 214-768-2278.

RECREATIONAL SPORTS

Dedman Center for Lifetime Sports

Dedman Center for Lifetime Sports (www.smu.edu/recsports) is a facility designed for recreational sports and wellness. The center provides racquetball courts, aerobic studios, an indoor running track, basketball courts, sand volleyball courts (indoor and outdoor), a climbing wall, a bouldering wall, a 25-meter recreational pool with five lanes, 15,000 square feet of fitness and weight equipment, and a café next to the lobby area. These facilities are open to SMU students, faculty, staff and members.

A variety of services and programs are available, including fitness classes, intramural sports, sport clubs, the Outdoor Adventure program, personal training, personal assessments, massage therapy, swimming lessons and camps.

CONTINUING AND PROFESSIONAL EDUCATION

The Office of Continuing and Professional Education provides noncredit courses that address different cultural, scholarly, personal and professional topics for the community, a practice that has been part of the SMU tradition since 1957. CAPE offers a selection of courses for open enrollment each fall, spring and summer term. Additional information is available at www.smu.edu/cape.

Personal Enrichment. CAPE classes – historically, *Informal Courses for Adults* – are generally short sessions on topics for enjoyment and reflection. Courses offered for personal enrichment include several major areas of exploration: personal finance and life planning, communication and workplace skills, history, literature and film, culture and travel, and the fine arts (e.g., studio art, music, architecture, photography and art history). CAPE also offers noncredit language conversation courses, including courses in Spanish, French, Italian, Mandarin Chinese and American Sign Language.

Test Preparation. Study courses for the SAT, ACT, GRE, GMAT and LSAT are offered throughout the year. Information is available at www.smu.edu/testprep.

Professional Training and Development. For those who are seeking professional achievement or a new career direction but who are not interested in a traditional undergraduate or graduate degree-granting program, CAPE offers noncredit courses to enhance workplace skills, as well as noncredit **Certificate Programs** in

- Nonprofit leadership, together with the Center for Nonprofit Management (www.smu.edu/nonprofit).
- Paralegal studies (www.smu.edu/paralegal).
- Graphic design (www.smu.edu/graphicdesign).
- Web design (www.smu.edu/webdesign).
- Financial planning, which includes the option to test for national certification (www.smu.edu/cpfp).
- Communications, in conjunction with the Meadows School of the Arts, Division of Communication Studies.
  - Social media and digital communications (www.smu.edu/digicomm).
  - Business and professional communications (www.smu.edu/bpc).

Students complete certificate programs by taking a series of classes over weeks or years, depending on the specialization and the student's schedule. Cohort and independent options are available, with some classes being offered online. Upon completion of the series of sessions, students receive a noncredit transcript documenting the sessions attended and a certificate of completion from Continuing and Professional Education at SMU.

SMU's Summer Youth Program offers one-week, special-interest enrichment workshops throughout the summer for those entering grades K–12. More information is available at www.smu.edu/SummerYouth.

Online Learning. CAPE partners with national leaders in online teaching and learning to offer a growing library of self-paced, practical, career-enhancing courses that can be accessed from home and office computers. Additional information is available at www.smu.edu/capeonline.

RIGHT TO KNOW

Southern Methodist University is pleased to provide information regarding academic programs, enrollment, financial aid, public safety, athletics and services for persons with disabilities. Students also may obtain paper copies of this information by contacting the appropriate office listed below. Disclosure of this information is pursuant to requirements of the Higher Education Act and the Campus Security Act. More information is available at www.smu.edu/srk.

1. Academic Programs: www.smu.edu/srk/academics
Provost Office, Perkins Administration Building, Room 219
214-768-3219

a. Current degree programs and other educational and training programs.

b. Instructional, laboratory and other physical facilities relating to the academic program.

c. Faculty and other instructional personnel.

d. Names of associations, agencies or governmental bodies that accredit, approve or license the institution and its programs and the procedures by which documents describing that activity may be reviewed.

2. Enrollment: www.smu.edu/srk/enrollment
Registrar, Blanton Student Services Building, Room 101
214-768-3417

a. Graduation Rates: The completion or graduation rate of the institution's certificate-seeking or degree-seeking, full-time undergraduate students and students who receive athletically related financial aid.

b. Privacy of Student Education Records: The Family Educational Rights and Privacy Act governs SMU's maintenance and disclosure of a student's education records. FERPA provides students the right to inspect and review their education records and to seek amendment of those records that they believe to be inaccurate, misleading or otherwise in violation of their privacy rights. Further, FERPA prevents SMU from disclosing personally identifiable information about a student to outside third parties, except under specific circumstances outlined in SMU's Policy Manual.

c. Withdrawal: Requirements and procedures for officially withdrawing from the institution.

3. Financial Aid: www.smu.edu/srk/finaid
Director of Financial Aid, Blanton Student Services Building, Room 212
214-768-3417

a. Financial assistance available to students enrolled in the institution.

b. Cost of attending the institution, including tuition and fees charged to full- and part-time students; estimates of costs for necessary books and supplies; estimates of typical charges for room and board; estimates of transportation costs for students; and any additional cost of a program in which a student is enrolled or expresses a specific interest.

c. Terms and conditions under which students receiving Federal Direct Loan or Federal Direct Perkins Loan assistance may obtain deferral of the repayment of the principal and interest of the loan for

   i. Service under the Peace Corps Act;

   ii. Service under the Domestic Volunteer Service Act of 1973; or

   iii. Comparable service as a volunteer for a tax-exempt organization of demonstrated effectiveness in the field of community service.

d. The requirements for return of Title IV grant or loan assistance.

e. Enrollment status of students participating in SMU study abroad programs, for the purpose of applying for federal financial aid.

4. Student Financials/Bursar: www.smu.edu/srk; www.smu.edu/bursar
University Bursar, Blanton Student Services Building, Room 212
214-768-3417

a. Tuition and fees.

b. Living on campus.

c. Optional and course fees.

d. Financial policies.

e. Administrative fees and deposits.

f. Payment options.

g. Any refund policy with which the institution is required to comply for the return of unearned tuition and fees or other refundable portions of costs paid to the institution.

5. DASS: www.smu.edu/alec/dass
Disability Accommodations and Success Strategies
Altshuler Learning Enhancement Center
214-768-1470

a. Description of the process for establishing eligibility for services and documentation guidelines.

b. Listings of the various on- and off-campus resources.

c. Discussions of transitioning to postsecondary education.

d. Tips for faculty on teaching and making accommodations.

6. Athletics: www.smu.edu/srk/athletics
Associate Athletic Director for Student-Athlete Services, 316 Loyd Center
214-768-1650

a. Athletic program participation rates and financial aid support.

b. Graduation or completion rates of student athletes.

c. Athletic program operating expenses and revenues.

d. Coaching staffs.

7. Campus Police: www.smu.edu/srk; www.smu.edu/pd
SMU Police Department, Patterson Hall
214-768-1582

Southern Methodist University's Annual Security Report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by SMU, and on public property within or immediately adjacent to/accessible from the campus. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other related matters.

8. Student Appeals and Complaints

Southern Methodist University operates with integrity in all issues and is dedicated to preserving the rights of all members of the University community. Categories for which students may wish to reach out for advice and assistance and/or to submit an appeal or register a complaint are as follows: academics, code of conduct, discrimination, financial issues, honor code and privacy issues. An overview of the roles, responsibilities and procedures for complainants and the University is outlined in each of the areas below.

a. Academic Appeals and Petitions:
http://smu.edu/provost/acad_petitions.asp.

b. Student Code of Conduct:
http://smu.edu/studentlife/studenthandbook/PCL_03_Conduct_Code.asp.

c. Office of Institutional Access and Equity:
http://www.smu.edu/IAE.

d. Financial Responsibility and Confidentiality:
http://www.smu.edu/LegalDisclosures/FinancialAndConfidentiality.

e. Honor Code:
http://smu.edu/studentlife/studenthandbook/PCL_05_HC.asp.

In addition to the right to use internal University complaint procedures, every student has the right under federal law to use complaint processes provided by the state in which his or her campus is located.

For complaints regarding programs in Texas, students should contact the Texas Higher Education Coordinating Board, Office of General Counsel, PO Box 12788, Austin TX 78711-2788; email: studentcomplaints@thecb.state.tx.us.

Additional information about the Texas student complaints process may be found at www.thecb.state.tx.us ("Communications and Policy" link).

For complaints regarding programs in New Mexico, students should contact the New Mexico Higher Education Department, 2048 Galisteo Street, Santa Fe NM 85705-2300; telephone 505-476-8400.

Additional information about the New Mexico student complaints process may be found at www.hed.state.nm.us/students/complaints.aspx.

The Annette Caldwell Simmons School of Education and Human Development comprises research institutes, undergraduate and graduate programs, and community service centers that concern the areas of professional education and school leadership, dispute resolution, counseling, applied physiology, sport management, personal responsibility and wellness, and liberal studies. The mission of the school is to integrate theory, research and practice of education and human development; to promote academic rigor and interdisciplinary study; to educate students for initial certification and professional practice; and to nurture collaboration across the academic community.

Undergraduate programs include a major and three minors in applied physiology and sport management and a minor in education. The school offers one doctoral program as well as a number of master's degrees and graduate certification programs. Its academic departments include Teaching and Learning; Education Policy and Leadership; Dispute Resolution and Counseling; Applied Physiology, Sport Management and Wellness; and Lifelong Learning.

The school is housed in Simmons Hall, which is one of several LEED-certified buildings on campus. The school's key features include the Center on Research and Evaluation and the Locomotor Performance Laboratory as well as an exercise physiology and biomechanics laboratory equipped with teaching pods, a data acquisition system and an environmental research chamber.

DISTINCTIONS

In an annual awards ceremony, the Simmons School recognizes those students, faculty and staff members who are regarded as leaders among their peers. Awards are given to students who have excelled academically, demonstrated uncommon leadership or engaged in community service in unique and meaningful ways. The faculty and staff members who have distinguished themselves through their research activities, teaching or professional accomplishments are honored. Additionally, a select number of University alumni who have made significant contributions of their time and resources to the school during the year are recognized.

POLICIES AND PROCEDURES

Except where noted, policies and procedures are the same for all of the graduate programs within the Simmons School.

ADMISSION REQUIREMENTS

Except in the case of the Graduate Teacher Certification programs (all of which share the same admission procedures), admission requirements differ among programs within the Simmons School. Students should refer to the individual program sections in this catalog for information regarding each program's respective admission procedures.

TRANSFER POLICY

Ordinarily, students will not be allowed to transfer more than six credit hours from other SMU schools or from other institutions. Only courses with grades of *A* or *B* may be transferred, and all are subject to the approval of the academic department. An official record of such work must be on file in the student's department office by

the end of the first term of study. All transferred work must be completed within six years prior to entering a graduate program. Any exceptions to these requirements and policies must have the approval of the dean of the Annette Caldwell Simmons School of Education and Human Development.

DEGREE REQUIREMENTS

Degree requirements differ among the Simmons School's graduate degree programs. Students should refer to the individual program sections for specific requirements.

CENTERS AND INSTITUTES

The Institute for Evidence-Based Education

www.smu.edu/EvidenceBasedEducation

Patricia G. Mathes, **Director**

One of the most productive literacy research and professional development centers in the nation, the Institute for Evidence-Based Education at SMU performs research concerning reading disabilities, language acquisition, and teaching and learning.

The mission of the institute is to ensure that every student in every classroom has a highly effective teacher. A clear research base indicates that teacher effectiveness is the single most important school-related factor that impacts student outcomes. This research illustrates that the most effective teachers produce as much as five times the learning gains among their students as the least effective teachers.

The institute seeks to carry out its mission following a two-pronged approach that marries cutting-edge research with improved instructional practices of teachers.

Since its founding in 2003, the institute and its collaborating faculty have received approximately $16 million in external funding for various research studies focusing on:

- Creating and scientifically evaluating well-designed curricular materials, strategies and tools to assist teachers in delivering highly effective instruction.
- Designing valid, reliable ongoing assessment tools to help teachers determine which students are succeeding and which need additional support.
- Examining the role technology can play in supporting teachers through ongoing, job-embedded staff development, coaching and professional communities of learning.

While research is important, its true value is only realized if findings impact practice in the schools. Thus, current activities at the institute increasingly focus on translating research into daily practice in schools across the nation. Translational activities include

- Making available to the marketplace the curricular materials, assessments, strategies and tools developed and empirically validated by the institute.
- Supporting the implementation of curricular materials, assessments, strategies and tools through the institute's staff development.
- Helping schools to build human capital in the classroom through the institute's technology-based coaching services.
- Offering certification in instructional coaching.

The Institute for Evidence-Based Education resides within the Department of Teaching and Learning. Institute faculty members teach in the Simmons School's teacher education programs, which include learning therapy, the Master Reading Teacher program and the doctoral program.

Gifted Students Institute

www.smu.edu/GSI

Marilyn Swanson, **Director of Programming**

Dedicated to the support of the cognitive and affective development of gifted youth, the Gifted Students Institute offers a range of programs and services for educators and gifted youth and their families.

The Distinguished Lecture Series offers a large selection of one-day sessions and workshops that integrate theory and practice. Lectures are delivered by guest speakers from the SMU faculty and public and private learning institutions throughout the country. The institute developed the school's Gifted Education graduate program that is offered through the Department of Teaching and Learning. In addition, the institute serves precollege gifted students through the Talented and Gifted and College Experience programs.

Research in Mathematics Education

www.smu.edu/RME

Leanne Ketterlin Geller, **Director**

The Research in Mathematics Education center is a research and outreach unit that conducts and disseminates high-quality, evidence-based research to improve students' mathematics performance in Texas. Formed in 2011 under the direction of Dr. Leanne Ketterlin Geller, RME is focused on developing instructional systems, assessment resources and professional development programs for educators. These systems include instructional practices and assessments that lead to sound decision-making by teachers and administrative leadership at the district, campus and state levels. RME focuses on

- Creating systems of formative assessment to inform teacher decision-making.
- Designing evidence-based interventions for students struggling in mathematics.
- Designing and delivering professional development to support teachers' and administrators' implementation of best practices.
- Offering a dynamic online community where researchers and educators can collaborate and share ideas and resources.

RME's externally funded research and development budget has grown beyond $5 million. Recent efforts by RME's researchers have directly impacted many students across Texas and other states through participation in research activities, engagement with professional development courses, participation in conferences, dissemination of materials through the RME website and collaborations with other organizations and publications. Through these efforts, RME has impacted more than 25 percent of all middle school students in Texas.

RME's director actively collaborates with The Bush Institute's Middle School Matters Initiative and the Meadows Center for Preventing Educational Risk at the University of Texas in Austin.

RME faculty members teach both in the Simmons School Leadership Program in the Department of Education Policy and Leadership and in the Simmons School teacher education program, which includes the Master Math Teacher Program. Additionally, faculty members disseminate their research findings locally, nationally and globally.

Center on Research and Evaluation

www.smu.edu/CORE

Scott Baker, **Executive Director**

CORE's mission is to improve the well-being of children, adults and families through knowledge creation and dissemination and through evaluations of programs designed to enhance positive outcomes for individuals. This interaction between knowledge creation and the work of organizations and individuals is essential for these organizations to improve lives and communities. CORE adheres to principles of science to understand how best to improve education and human development and believes the evidence exists to substantially increase the number of individuals who are equipped to make a positive contribution to society.

Budd Center: Involving Communities in Education

www.smu.edu/CCE

Regina Nippert, **Executive Director**

The mission of the Budd Center: Involving Communities in Education is to close the education gap in low-income communities by providing coordinated resources to support schools and teaching and by using data to drive students' academic success. The Budd Center, housed on SMU's east campus in the Expressway Towers building, has four core strategies:

- Hands-on work in low-income communities.
- Research and evaluation by faculty and students.
- Collaboration with local and regional education reform efforts.
- Contributions nationwide to the practice of education transformation.

DOCTOR OF PHILOSOPHY IN EDUCATION

www.smu.edu/EducationPhD

The doctoral program in the Simmons School is a research-intensive program that leads to a Ph.D. in education. Graduates of the program are prepared to work in academic and research and to make significant contributions to research, policy and practice in their fields of interest. The program offers the following:

- Apprenticeships with top scholars across fields of study in education and human development.
- Career mentoring in the professional work of publishing, teaching, presenting and grant writing.
- Courses of study emphasizing strong training in research methodology, with options to tailor courses and experiences to align with individual research interests.
- Opportunities for professional enhancement and experiences collaborating across disciplines and on community-, school-, and agency-based projects (Center on Research in Education, Budd Center: Involving Communities in Education, Research in Mathematics Education, Bush Institute and Institute for Evidence-Based Education).

Curriculum

Doctoral students must complete a minimum of 54 credit hours during a three-year full-time program prior to the dissertation year. The program is a model in which students complete a core set of courses as a cohort and a unique set of electives and research experiences. The core curriculum includes the following courses:

EDU 7311 Quantitative Statistics for Educational Research (with lab)
EDU 7312 Intermediate Quantitative Statistics in Education (with lab)
EDU 7313 Assessment Methods I
EDU 7302 Quantitative Research Methods I
EDU 7305 Introduction to Qualitative Research in Education
EDU 7119 Synthesis and Integration
EDU 7318 Program Evaluation

Admission

Applications submitted by February 15 receive priority review; applications received after February 15 are reviewed on a rolling basis until admission decisions are complete. The Ph.D. program is designed to augment an existing master's degree or equivalent preparation.

Applications can be submitted online at www.applyweb.com/apply/smu or mailed to Simmons Ph.D. Application, 3101 University Blvd., Suite 306, Dallas TX 75205. Applications should include the following:

1. Official undergraduate and graduate transcripts.
2. GRE graduate school entry exam scores taken within the last five years, with institution code 7464 (and TOEFL English language proficiency test scores if the student's native language is not English).

3. Statement of professional purpose.
4. Academic writing sample.
5. Three letters of recommendation.

Degree Requirements

Students must enroll in a minimum of nine credit hours of coursework per term and be full-time residents in the Dallas area for the first three academic years of the program. In addition to completing coursework, students apprentice on research projects for 20 hours each week during the academic calendar year, for which they typically receive fellowship pay, benefits and waived tuition. Degree requirements include the following milestones:

- A total of 60 credit hours of coursework (up to six credit hours can be transferred).
- Qualifying exams.
- Major area paper.
- Conference presentation.
- Manuscript submission.
- Dissertation with an oral defense.
- Teaching competency.

Contact Information

Doctor of Philosophy in Education
PO Box 750455
Dallas TX 75725-0455
214-768-1715
www.smu.edu/EducationPhD

DEPARTMENT OF TEACHING AND LEARNING

www.smu.edu/teacher

Professor Paige Ware, **Department Chair**

Professors: Jill Allor, Stephanie Al Otaiba, David J. Chard, Patricia Mathes, Paul Yovanoff. **Associate Professors:** Deborah Diffily, Ken Springer, Paige Ware. **Assistant Professors:** Doris Baker, Karla del Rosal, Amy Gillespie, Diego Roman, Candace Walkington, Anne Wilhelm. **Clinical Professor:** Abigail Pruitt. **Clinical Associate Professor:** Nancy Montgomery. **Clinical Assistant Professors:** Ann Batenburg, Julia Bore, Sherril English, Caroline Kethley, Nancy Roberts, Dara Rossi, Robert Rouse. **Lecturer:** Karen Vickery. **Research Professors:** Charles Knibb, Hector Rivera, Moses Williams. **Research Assistant Professor:** Beverly Weiser.

Department Information

The Department of Teaching and Learning represents SMU's commitment to the professional development of educators through innovative and research-based undergraduate and graduate programs.

The department's teaching and research practices are grounded in multiple perspectives that encompass behaviorist, cognitive, social-constructivist and sociocultural approaches to scholarship. All programs serve to prepare educators who are scholars and leaders in professionalism, committed to high-quality teaching and practice, and who are leaders in translating research into practice and experts in differentiated instruction.

To facilitate achievement of its objectives, the department launched a Hybrid Learning Initiative in 2012. Hybrid learning refers to the integration of traditional classroom and online learning to enhance the classroom experience and to extend learning through the innovative application of technology. The Teaching and Learning Department offers several courses in a hybrid format as well as courses fully online each term with an emphasis on quality classroom experiences supplemented with online learning to promote collaboration.

The department's undergraduate curriculum prepares students for initial teacher certification. Graduate programs – which include master's degrees and graduate-level certifications – focus on research, literacy and language acquisition, teaching and learning, special education, giftedness, bilingual education, and mathematics. A doctoral degree, master's degrees and graduate-level certifications are offered. A variety of enrichment opportunities serve the continuing education needs of practicing educators.

The school promotes high-quality research that combines quantitative and qualitative methodologies, generates new hypotheses and influences pedagogical practices in early childhood (or "EC") through grade-12 schools. The department's research efforts are supported by two institutes that are charged with the study of education: the Institute for Evidence-Based Education and the Gifted Students Institute.

Doctor of Philosophy in Education. The Ph.D. in education is a schoolwide degree. For more information on this degree, students should see the description of the Ph.D. program in this catalog or online at www.smu.edu/EducationPhD.

Master of Bilingual Education

www.smu.edu/MBE

The Master of Bilingual Education program offers a broad interdisciplinary curriculum that prepares specialists in the field of bilingual education. Teachers can choose from either the Master of Bilingual Education or the Master of Bilingual Education with gifted concentration. Designed for practicing teachers, the 36-hour program offers evening classes during the academic year. The program includes coursework in literacy, second-language teaching, linguistics, cultural/multicultural education, behavioral psychology and community-based educational research. The specialization courses, in particular, help participants refine their pedagogical skills and develop both expertise in use of the methods proven effective with limited English proficient students and understanding of current research in the field of bilingual education.

Admission Requirements

Before enrolling in the M.B.E. program, all students must submit the following:

1. An official sealed transcript of academic work that reflects a baccalaureate degree with a minimum 3.000 overall GPA. Transcripts from countries outside the U.S. must be accompanied by an official evaluation of the transcript by an SMU-recognized evaluation agency. No copies will be accepted. Applicants not meeting the 3.000 GPA requirement must request an exemption in writing and provide proof of other qualifications, such as long-term experience or expertise in a related specialized field, as a justification for admission.
2. Proficiency in Spanish, which is used in bilingual education programs in Texas.
3. A completed application and a $75 nonrefundable application fee payable to SMU: Department of Teaching and Learning.
4. Three recommendation forms from those who can attest to the applicant's academic abilities, teaching abilities and personal qualities. One recommendation should be from the principal or immediate supervisor.
5. A 500- to 750-word written essay on how the student's career goals would be enhanced by realizing the goals of the Department of Teaching and Learning as stated at www.smu.edu/TeacherEdConceptualFramework. At least three of the four goals must be addressed in the essay. This statement of purpose will be used to evaluate the student's competence in English and ability to think critically.
6. For international students applying from countries where English is not the native language, official scores (earned within the previous five years) on the TOEFL English language proficiency test or the IELTS English competency test. The minimum TOEFL score for admission is 550 on a pencil-and-paper test or 83 on the Internet-based test. The IELTS minimum score is 6.5. The M.B.E. program is a part-time program and as such does **not** qualify as a suitable educational experience for an international student on a student visa. As evidence of financial support, foreign students must provide a Certification of Finance Form/Letter of Financial Backing. (This applies to students who are not awarded a scholarship.) This should represent that sufficient money will be available to the applicant to cover all expenses while at the University. This letter may be signed by a parent or sponsor but **must** be certified by a bank. The document must be notarized and on file before the process for visas and passport can proceed.

Degree Requirements

Students must complete 36 graduate-level credit hours in one of two degree plans: the traditional plan or the gifted and talented focus plan.

The traditional plan requires completion of core courses (12 credit hours) and five courses in the specialization (15 credit hours). One course in English as a second language is also required. Students in the traditional plan must choose an additional six credit hours of electives.

The gifted and talented focus plan requires completion of core courses (12 credit hours). Its specialization requires 12 credit hours in bilingual and 12 credit hours in gifted and talented.

Traditional Plan	*Credit Hours*
Core Courses	12
EDU 6304 Interpreting Educational Research	
EDU 6305 Differentiated Instruction	
EDU 6315 Diverse Learners	
EDU 6322 Educational and Behavioral Psychology	
Specialization Courses	15
EDU 6312 Applied Linguistics	
EDU 6317 Culture and Community in Education	
EDU 6319 Fundamentals of Bilingual Education	
EDU 6321 Bilingualism/Biliteracy	
EDU 6339 Bilingual Content and Instruction	
Other Required Courses	9
EDU 6320 Language Teaching Research, Theory and Practice *or* **EDU 6390** Classroom Instr/Asmt for Language Learners	
Electives	
Total	**36**

Gifted and Talented Focus Plan	
Core Courses	12
EDU 6304 Interpreting Educational Research	
EDU 6305 Differentiated Instruction	
EDU 6315 Diverse Learners	
EDU 6322 Educational and Behavioral Psychology	
Specialization Courses	12
EDU 6312 Applied Linguistics	
EDU 6319 Fundamentals of Bilingual Education	
EDU 6321 Bilingualism/Biliteracy	
EDU 6339 Bilingual Content and Instruction	
Gifted and Talented Courses	12
EDU 6325 Educating the Gifted and Talented	
EDU 6347 Creativity: Theories, Models, and Applications	
EDU 6388 Curriculum Development for Gifted and Talented Learners	
EDU 6397 Growth and Development of the Gifted	
Total	**36**

Master of Education

www.smu.edu/MEd

The M.Ed. program is designed to meet the needs of practicing teachers. The program offers maximum flexibility for the educator whose interest lies in broadening both academic preparation and classroom skills. The program can be individualized for teachers at all levels, prekindergarten through grade 12.

The M.Ed. degree is a 36-hour or 38-hour program. All students complete a 12-hour core module, which focuses on the areas of research, differentiation, diversity and psychology. An additional 24 or 26 credit hours are drawn from specialization modules and/or electives that expand or complement the core, specialization or teaching assignment. The specialization modules offer options in the following specialty areas: reading, mathematics, science, technology, bilingual education, English as a second language or gifted education. Completing all four of a specialization module's courses provides, in most cases, adequate preparation for a supplemental certification. Students choosing to specialize in reading and writing follow a prescribed sequence of courses and qualify for several national and state certifications.

Admission Requirements

Before enrolling in the M.Ed. program, all students must provide the following:

1. An official sealed transcript of academic work that reflects a baccalaureate degree with a minimum 3.000 overall GPA. Transcripts from countries outside the U.S. must be accompanied by an official evaluation of the transcript by an SMU-recognized evaluation agency. No copies will be accepted. Applicants not meeting the 3.000 GPA requirement must request an exemption in writing and provide proof of other qualifications, such as long-term experience or expertise in a related specialized field, as a justification for admission.
2. For applicants from countries where the predominant language is not English, official scores (earned within the previous five years) on the TOEFL English language proficiency test administered by the Educational Testing Service or the IELTS English competency test. The minimum TOEFL score for admission is 550 on a pencil-and-paper test or 83 on the Internet-based test. The IELTS minimum score is 6.5. The M.Ed. program is a part-time program and as such does **not** qualify as a suitable educational experience for an international student on a student visa. As evidence of financial support, foreign students must provide a Certification of Finance Form/Letter of Financial Backing. (This applies to students who are not awarded a scholarship.) This should represent that sufficient money will be available to the applicant to cover all expenses while at the University. This letter may be signed by a parent or sponsor but **must** be certified by a bank. The document must be notarized and on file before the process for visas and passport can proceed.
3. A completed application and a $75 nonrefundable application fee payable to SMU: Department of Teaching and Learning.
4. Three recommendation forms from individuals who can attest to the applicant's academic abilities, teaching abilities and personal qualities. One recommendation should be from a principal or immediate supervisor.
5. A 500- to 750-word written essay on how the student's career goals would be enhanced by realizing the goals of the Department of Teaching and Learning as stated at www.smu.edu/TeacherEdConceptualFramework. At least three of the

four goals must be addressed in the essay. This statement of purpose will be used to evaluate the student's competence in English and ability to think critically.

Degree Requirements

Students must complete 36 or 38 hours of graduate study within six years of beginning the program. All students must complete four core courses. In addition, they must complete either 1) 12 or 14 hours in one specialization area (such as reading, mathematics, bilingual education or gifted education) and 12 hours of EDU electives, or 2) two specialization areas.

Master of Education	*Credit Hours*
Core Courses	12
EDU 6304 Interpreting Educational Research	
EDU 6305 Differentiated Instruction	
EDU 6315 Diverse Learners	
EDU 6322 Educational and Behavioral Psychology	
Specialization Area:	12–14
Master Math Teacher (12 hours)	
EDU 6379 Numerical Reasoning: Numbers/Operations	
EDU 6380 Algebraic Reasoning and Pattern	
EDU 6381 Geometry and Measurement	
EDU 6382 Everyday Mathematics: Probability and Data Analysis	
Master Reading Teacher (14 hours)	
EDU 6340 Literacy Acquisition	
EDU 6141 Literacy Practicum I (taken concurrently with EDU 6340)	
EDU 6363 Advanced Literacy Development	
EDU 6142 Literacy Practicum II (taken concurrently with EDU 6363)	
EDU 6323 Literacy Assessment	
EDU 6311 Literacy Consultation	
Master Science Teacher (12 hours)	
EDU 6370 Physical Science: Chemistry	
EDU 6371 Life Science	
EDU 6372 Physical Science: Physics	
EDU 6373 Earth and Space Science	
Master Technology Teacher (12 hours)	
EDU 6384 Teaching and Learning with Technology	
EDU 6385 Technology-Related Instructional Assessment	
EDU 6386 Multimedia Design/Devlp for Educators	
EDU 6387 Research/Professional Development in the Information Age	
Bilingual Supplemental Certification (12 hours)	
EDU 6312 Applied Linguistics	
EDU 6320 Language Teaching Research, Theory, Practice	
EDU 6321 Bilingualism/Biliteracy	
EDU 6339 Bilingual Content Instruction	

ESL Supplemental Certification (12 hours)
- **EDU 6312** Applied Linguistics
- **EDU 6315** Diverse Learners
- **EDU 6320** Language Teaching Research, Theory, Practice
- **EDU 6390** Classroom Instruction/Assessment for Language Learners

Gifted and Talented (12 hours)
- **EDU 6325** Educating the Gifted and Talented
- **EDU 6347** Creativity: Theories, Models, Applications
- **EDU 6388** Curriculum Development for Gifted and Talented Learners
- **EDU 6397** Growth and Development of the Gifted

Second Specialization Area (from the list above; *or* Electives (must be EDU courses or approved by Masters' Programs Committee)

Total 36–38

Master of Education in Reading and Writing

The Master of Education in Reading and Writing program is designed to meet the needs of practicing teachers and is uniquely designed to prepare teachers for leadership in the implementation of the multi-tiered model of reading instruction currently being put into effect in schools in Texas and across the country. The program specifically prepares teachers to implement this model based on the most recent scientific evidence and best practices. When the entire program is completed, teachers will have earned an M.Ed. and will be eligible to sit for the Texas Reading Specialist exam (teachers must have three years of teaching experience to be eligible for the exam) and the International Multisensory Structured Language Education Council Teaching Level exam (candidates must have completed minimum practicum hours to be eligible for the exam). Once certified as a Texas Reading Specialist, candidates are qualified to apply for Master Reading Teacher certification without taking an examination.

In the M.Ed. in Reading and Writing program, participants enter as members of a cohort and progress through the program in a sequenced manner. The program consists of 38 hours of coursework and field experiences. The program is selective and intense, offering well-qualified and motivated individuals the opportunity to develop a high level of expertise in teaching reading and writing and prepare for leadership positions in bringing evidence-based practices in reading and writing to their campuses. The structure of the program is designed to accommodate practicing teachers. New cohorts will begin in the fall term. Students based in the Dallas-Fort Worth area will take classes at the SMU main campus and Plano campus. Students based near Houston will take classes at the Neuhaus Education Center in Bellaire, Texas.

The M.Ed. in Reading and Writing at SMU is one of nine university teacher-training programs that have been reviewed and recognized by the International Dyslexia Association for meeting the IDA Knowledge and Practice Standards for Teachers of Reading.

Admission Requirements

Before enrolling in the M.Ed. in Reading and Writing program, all students must provide the following:

1. An official sealed transcript of academic work that reflects a baccalaureate degree with a minimum 3.000 overall GPA. Transcripts from countries outside the U.S. must be accompanied by an official evaluation of the transcript by an SMU-recognized evaluation agency. No copies will be accepted. Applicants not meeting the 3.000 GPA requirement must request an exemption in writing and provide proof of other qualifications, such as long-term experience or expertise in a related specialized field, as a justification for admission.
2. For applicants from countries where the predominant language is not English, official scores (earned within the previous five years) on the TOEFL English language proficiency test administered by the Educational Testing Service or the IELTS English competency test. The minimum TOEFL score for admission is 550 on a pencil-and-paper test or 83 on the Internet-based test. The IELTS minimum score is 6.5. The M.Ed. program is a part-time program and as such does **not** qualify as a suitable educational experience for an international student on a student visa. As evidence of financial support, foreign students must provide a Certification of Finance Form/Letter of Financial Backing. (This applies to students who are not awarded a scholarship.) This should represent that sufficient money will be available to the applicant to cover all expenses while at the University. This letter may be signed by a parent or sponsor but **must** be certified by a bank. The document must be notarized and on file before the process for visas and passport can proceed.
3. A completed application and a $75 nonrefundable application fee payable to SMU: Department of Teaching and Learning.
4. Three recommendation forms from individuals who can attest to the applicant's academic abilities, teaching abilities and personal qualities. One recommendation should be from a principal or immediate supervisor.
5. A 500- to 750-word written essay on how the student's career goals would be enhanced by realizing the goals of the Department of Teaching and Learning as stated at www.smu.edu/TeacherEdConceptualFramework. At least three of the four goals must be addressed in the essay. This statement of purpose will be used to evaluate the student's competence in English and ability to think critically.

Degree Requirements

Students must complete 38 hours of graduate study within six years of beginning the program. All students must take the same sequence of courses, including 12 hours of core and 26 hours of reading and writing courses.

Master of Education in Reading and Writing (Dallas Cohort)	*Credit Hours*
Core Courses	12
EDU 6304 Interpreting Educational Research	
EDU 6305 Differentiated Instruction	
EDU 6315 Diverse Learners	
EDU 6322 Educational and Behavioral Psychology	

M.Ed. in Reading and Writing (Dallas Cohort) (continued)	*Credit Hours*
Specialization Courses	26
Tier 1 and Tier 2 Reading and Writing (14 hours)	
EDU 6340 Literacy Acquisition	
EDU 6141 Literacy Practicum I (taken concurrently with EDU 6340)	
EDU 6363 Advanced Literacy Development	
EDU 6142 Literacy Practicum II (taken concurrently with EDU 6363)	
EDU 6323 Literacy Assessment	
EDU 6311 Literacy Consultation	
Tier 3 Reading and Writing (12 hours)	
EDU 6101 Clinical Therapy Practicum I	
EDU 6231 Early Language Development	
EDU 6330 Survey of Dyslexia/Related Learning Disorders	
EDU 6331, 6332 Cognitive and Linguistic Structures of Written Language	
Total	**38**

Master of Education in Reading and Writing (Houston Cohort)	
Core Courses	12
EDU 6304 Interpreting Educational Research	
EDU 6305 Differentiated Instruction	
EDU 6315 Diverse Learners	
EDU 6322 Educational and Behavioral Psychology	
Specialization Courses:	26
Tier 1 and Tier 2 Reading and Writing (14 hours)	
EDU 6340 Literacy Acquisition	
EDU 6141 Literacy Practicum I (taken concurrently with EDU 6340)	
EDU 6363 Advanced Literacy Development	
EDU 6142 Literacy Practicum II (taken concurrently with EDU 6363)	
EDU 6323 Literacy Assessment	
EDU 6311 Literacy Consultation	
Tier 3 Reading and Writing (12 hours)	
EDU 6342 Literacy Instruction for Students With Dyslexia and Related Disorders: Introductory Course	
EDU 6343 Literacy Instruction for Students With Dyslexia and Related Disorders: Reading Comprehension	
EDU 6344 Literacy Instruction for Students With Dyslexia and Related Disorders: Written Expression	
EDU 6345 Literacy Instruction for Students With Dyslexia and Related Disorders: Advanced Course	
Total	**38**

Master of Education in Special Education

www.smu.edu/SpecialEd

The Master of Education in Special Education degree program offers a rigorous interdisciplinary curriculum that prepares currently certified and/or experienced teachers to be special educators and teacher leaders for school-aged students with special needs. Through a combination of rigorous coursework and supported school-based field experiences, the program trains students to use evidence-based practices, monitor response to intervention, individualize intervention based on assessed needs, understand special education law and policy, provide positive-behavior support, and collaborate with colleagues and families. The program meets the requirements of the Texas Education Agency for master's-level programs through

- An emphasis on assessment and instruction for students with the most intense instructional needs.
- Leadership in the context of instructional team-designed interventions.
- Primary reference to research and use of relevant data for instructional and leadership decisions in the context of special education program development and service delivery. **Note:** Completion of the M.Ed. in special education will not result in certification. Applicants are advised to visit the Texas Education Agency website at www.tea.state.tx.us ("Educator Certification" link) for more information on Texas teacher certification requirements.

In addition to the requirements specified below, applicants for the M.Ed. in special education must be currently certified to teach in a classroom or must be a practicing teacher.

Admission Requirements

Before enrolling in the M.Ed. in special education program, all students must provide the following:

1. An official sealed transcript of academic work that reflects a baccalaureate degree with a minimum 3.000 overall GPA. Transcripts from countries outside the U.S. must be accompanied by an official evaluation of the transcript by an SMU-recognized evaluation agency. No copies will be accepted. Applicants not meeting the 3.000 GPA requirement must request an exemption in writing and provide proof of other qualifications, such as long-term experience or expertise in a related specialized field, as a justification for admission.
2. For applicants from countries where the predominant language is not English, official scores (earned within the previous five years) on the TOEFL English language proficiency test administered by the Educational Testing Service or the IELTS English competency test. The minimum TOEFL score for admission is 550 on a pencil-and-paper test or 83 on the Internet-based test. The IELTS minimum score is 6.5. The M.Ed. program is a part-time program and as such does not qualify as a suitable educational experience for an international student on a student visa. As evidence of financial support, foreign students must provide a Certification of Finance Form/Letter of Financial Backing. (This applies to students who are not awarded a scholarship.) This should represent that sufficient money will be available to the applicant to cover all expenses while at the University. This letter may be signed by a parent or sponsor but must be certified by a bank. The document must be notarized and on file before the process for visas and passport can proceed.

3. A completed application and a $75 nonrefundable application fee payable to SMU: Department of Teaching and Learning.
4. Three recommendation forms from individuals who can attest to the applicant's academic abilities, teaching abilities and personal qualities. One recommendation should be from a principal or immediate supervisor.
5. A 500- to 750-word written essay on how the student's career goals would be enhanced by realizing the goals of the Department of Teaching and Learning as stated at www.smu.edu/TeacherEdConceptualFramework. At least three of the four goals must be addressed in the essay. This statement of purpose is used to evaluate the student's competence in English and ability to think critically.

Degree Requirements

Students must complete 36 graduate-level credit hours. Courses are taught after traditional school hours and in the summer to offer maximum flexibility. The primary instructional format is conventional face-to-face instructor/student contact, augmented with online delivery of relevant material. The required courses cover foundations of special education, diverse learners, assessment for special educators, and academic and behavioral interventions, and they include three supervised field experiences conducted in students' school settings. The capstone course, applied research in special education, involves an action research study.

Master of Education in Special Education	*Credit Hours*
Core Courses	6
EDU 6304 Interpreting Educational Research	
EDU 6315 Diverse Learners	
Content Courses	30
EDU 6356 Foundations of Special Education	
EDU 63XX Instructional Interventions for Math	
EDU 6340 Literacy Acquisition	
EDU 6363 Advanced Literacy Development	
EDU 63XX Behavioral Interventions in the Classroom	
EDU 63XX Families, Collaboration, and Mediation	
EDU 63XX Assessment for Special Educators	
EDU 6390 Classroom Instruction and Assessment for Language Learners	
EDU 63XX Applied Research in Special Education (Capstone)	
EDU 61XX Practicum (Math)	
EDU 6141 Practicum (Early Literacy)	
EDU 61XX Practicum (Capstone)	
Total	**36**

Master of Education With Certification

www.smu.edu/MasterEdCert

The Master of Education with Certification program allows individuals with baccalaureate degrees to earn a master's degree while completing teacher certification requirements in early childhood–grade six, middle school or high school. Core courses expand participants' understandings of the psychological, social and cultural contexts of education.

In Texas, individuals are certified to teach by the State Board for Educator Certification by passing two examinations, one that focuses on content/pedagogy and one that focuses on both pedagogy and professional responsibilities. Together, the content exam and PPR exam are called the Texas Examinations of Educator Standards. For early childhood through grade six certification, the content test is the EC–6 Generalist Examination. For middle and high school, examinations are tied to specific content disciplines. Passing scores are set by SBEC; the scores are scaled scores rather than percentages. The exams are offered periodically throughout the year by the SBEC. Once an individual has completed certification coursework, completed student teaching or an internship, and passed the appropriate examinations, she or he submits fingerprints, passes a criminal background check and is awarded a standard teaching certificate by SBEC. General information about teacher certification in Texas is available from SBEC at www.sbec.state.tx.us.

Admission Requirements

Individuals are admitted to the Master of Education with Certification program as part of a cohort group; a new cohort begins each summer. Admission is competitive and based on the following criteria:

1. A baccalaureate degree from an accredited college or university with a minimum GPA of 3.000.
2. An official sealed transcript stating the degree and date the undergraduate degree was conferred. No copies will be accepted.
3. For those seeking EC through grade six certification, a minimum of 24 hours in at least one teaching field that qualifies for certification under State Board for Educator Certification rules and in an area in which SMU certifies secondary teachers. At least 12 of the 24 hours must be in upper-division courses. **Note:** For those seeking EC through grade six certification, a minimum of six hours of English, six hours of math, six hours of science and six hours of social studies with a grade no lower than *C* (2.000 out of 4.000) are required by the SBEC.
4. All candidates for middle school (grades four through eight) certification must have at least six credit hours in each of these areas of study: math, science, social studies and English.
5. All candidates for high school (grades seven through 12) certification must have completed at least 24 credit hours in the subject they want to teach with at least half of those hours in upper-division courses. In both certification areas, there can be no final grade lower than a *C* (2.00) on the transcript.
6. For applicants from countries where the predominant language is not English, official scores (earned within the previous five years) on the TOEFL English language proficiency test administered by the Educational Testing Service or the IELTS English competency test. The minimum TOEFL score for admission is 550 on a pencil-and-paper test or 83 on the Internet-based test. The IELTS minimum score is 6.5. The M.Ed. program is a part-time program and as such does **not** qualify as a suitable educational experience for an international student on a student visa. As evidence of financial support, foreign students must provide a Certification of Finance Form/Letter of Financial Backing. (This applies to students who are not awarded a scholarship.) This should represent that sufficient money will be available to the applicant to cover all expenses while at the University. This letter may be signed by a parent or sponsor but

must be certified by a bank. The document must be notarized and on file before the process for visas and passport can proceed.

7. Three letters of recommendation. (Letters should come from individuals who can attest to such qualities as professionalism, work habits, responsibility and, when possible, effective work with children and youth.)
8. A 500- to 750-word written essay on how the student's career goals would be enhanced by realizing the goals of the Department of Teaching and Learning as stated at www.smu.edu/TeacherEdConceptualFramework. At least three of the four goals must be addressed in the essay. This statement of purpose will be used to evaluate the student's competence in English and ability to think critically.
9. Submission of required affidavit indicating fitness for a teaching career.
10. Attendance at required orientation session for the cohort.

Degree Requirements

Students must complete 36 hours of graduate study.

Master of Education With Certification (EC–Grade 6 Generalist)	*Credit Hours*
Core Courses	9
EDU 6304 Interpreting Educational Research	
EDU 6315 Diverse Learners	
EDU 6322 Educational and Behavioral Psychology	
Content Courses	18
EDU 6302 Design and Assessment of Learning in Differentiated Classrooms	
EDU 6303 Learning Environment and Professionalism	
EDU 6329 EC–6 Math	
EDU 6327 Learning to Read and Write	
EDU 6336 Reading and Writing to Learn	
EDU 6326 Content Area Studies	
Field Experience / Student Teaching Courses	9
EDU 5121, 5122, 5123 Field Experience I, II, III	
EDU 5363, 5364 Student Teaching	
or **EDU 5385, 5386** Internship I, II	
Total	**36**

Master of Education With Certification (Middle School/High School)	
Core Courses	12
EDU 6304 Interpreting Educational Research	
EDU 6315 Diverse Learners	
EDU 6322 Educational and Behavioral Psychology	
EDU 6348 Foundations of ESL for Preservice Secondary Teachers	
Content Courses	15
EDU 6302 Design and Assessment of Learning in Differentiated Classrooms	
EDU 6303 Learning Environment and Professionalism	
EDU 6328 Strategic Teaching	
EDU 6366 Reading and Writing in the Content Areas	
EDU 6324 Content Methods	

Field Experience/Student Teaching Courses **EDU 5124, 5125, 5126** Field Experience I, II, III **EDU 5373, 5374** Student Teaching *or* **EDU 5375, 5376** Internship I, II	9
Total	**36**

Master of Music in Music Education

www.smu.edu/Meadows/AreasOfStudy/Music

With the guidance of a faculty adviser, candidates seeking a Master of Music in music education may use elective choices to build a concentration (requiring at least six credits) in one of four areas: choral conducting, instrumental conducting, general music or piano pedagogy. In certain cases, and subject to departmental approval, up to six credit hours of the Master of Music in music education may be satisfied through involvement in the Music Educators Workshops.

Applicants traditionally enter the program with a background in teacher preparation. However, other candidates may be accepted, including those with undergraduate music degrees in performance, piano pedagogy or sacred music. The wide variety of elective choices allows the construction of individualized degree plans to fill in gaps in previous training. This may also lead to certification for teaching in public or private schools.

Admission and Degree Requirements

Students should contact the Meadows School of the Arts for more information.

Contact Information

Graduate Teacher Education Programs
PO Box 750455
Dallas TX 75725-0455
214-768-2346

Education Courses (EDU)

Note: ANTH 6306, 6347 and HIST 5330 are required by some of SMU's teacher education programs.

EDU 5100 (1). SPECIAL TOPICS. Students work on a personalized system of instruction. Most of the work in this course is done as an independent study.

EDU 5121 (1). FIELD EXPERIENCE I: ELEMENTARY. This course gives students opportunities to work in appropriate school settings and allows them to observe a functioning classroom. Includes classroom setup, environment, organization, structure, and discipline.

EDU 5122 (1). FIELD EXPERIENCE II: ELEMENTARY. This course concerns special populations. It gives students opportunities to work in appropriate school settings and allows them to observe the teaching techniques used to help children with disabilities.

EDU 5123 (1). FIELD EXPERIENCE III: ELEMENTARY. This course gives students opportunities to work in appropriate school settings and to plan and teach lessons. Students shadow a teacher in preparation for student teaching.

EDU 5124 (1). FIELD EXPERIENCE I: SECONDARY. This course gives students opportunities to work in appropriate school settings and allows them to observe a functioning classroom. Includes classroom setup, environment, organization, structure, and discipline.

EDU 5125 (1). FIELD EXPERIENCE II: SECONDARY. This course concerns special populations. It gives students opportunities to work in appropriate school settings and allows them to observe the teaching techniques used to help children with disabilities.

EDU 5126 (1). FIELD EXPERIENCE III: SECONDARY. This course gives students opportunities to work in appropriate school settings and to plan and teach lessons. Students shadow a teacher in preparation for student teaching.

EDU 5157 (1). PRACTICUM FOR TEACHING EARLY READING AND WRITING. Provides experience applying evidence-based principles of literacy development and learning in young children, early childhood through second grade. Requires tutoring experiences in a local school. *Corequisite:* EDU 5257.

EDU 5200 (2). SPECIAL TOPICS. Students work on a personalized system of instruction. Most of the work in this course is done as an independent study.

EDU 5257 (2). METHODS FOR TEACHING EARLY READING AND WRITING. Examines evidence-based principles of literacy development and learning in young children, early childhood through second grade. Focuses on designing, adapting, and evaluating beginning literacy instruction for children. *Corequisite:* EDU 5157.

EDU 5300 (3). SPECIAL TOPICS. Students work on a personalized system of instruction. Most of the work in this course is done as an independent study.

EDU 5318 (3). FORMATIVE/SUMMATIVE ASSESSMENT. Explanation and practice of formal and informal assessment strategies, the ways assessment outcomes should inform instruction, and the methods for sharing assessment outcomes with families. All assignments relate to putting assessment skills into practice in the classroom.

EDU 5327 (3). INTEGRATING TEACHING AND LEARNING. Reviews the nature and design of educational activities: theory, research, practice of unit planning, and lesson planning for active learning that meets the needs of individual students.

EDU 5330 (3). INTEGRATED STEM STUDIES. Provides elementary- and middle-grades teachers with strategies to integrate science, technology, engineering, and mathematics in their classrooms.

EDU 5331 (3). CONTENT AREA STUDIES FOR ELEMENTARY SCHOOL. Explores science, social studies, art, music, drama, and physical education content for students EC–grade six. Also, effective teaching strategies for each content area.

EDU 5348 (3). INTRODUCTION TO DIVERSE LEARNERS. A study of diversity, multicultural concepts, and inclusion. Explores issues, policies, and professional practice relevant to teaching.

EDU 5349 (3). LEARNING ENVIRONMENT AND PROFESSIONALISM: EC–12. This course focuses on major issues facing teachers in establishing and maintaining a positive and productive learning environment, as well as the professional roles and responsibilities of teachers.

EDU 5355 (3). TEACHING MATHEMATICS IN ELEMENTARY SCHOOL. Evaluates learning materials and teaching methods focusing on knowledge and skills required for students EC–grade six.

EDU 5357 (3). EMERGENT LITERACY. This course examines principles of literacy learning in young children and predictable stages of oral language, writing, and reading development. All literacy classes require field experiences in local schools.

EDU 5358 (3). CONVENTIONAL LITERACY. Introduces theories, practices, and materials for teaching reading and/or writing in primary grades. All literacy classes require field experiences in local schools.

EDU 5363 (3). ELEMENTARY STUDENT TEACHING. Requires a 15-week assignment in an elementary school that has a diverse student population. Includes a seminar on campus every 2 weeks.

EDU 5364 (3). ELEMENTARY STUDENT TEACHING. This course requirement is a 15-week assignment in an elementary school that has a diverse student population. The course includes a seminar on campus every 2 weeks. Students are assigned an SMU supervisor who observes in the classroom at least four times a term. A portfolio is required.

EDU 5367 (3). CREATING SUCCESSFUL CLASSROOMS. Students will examine current research that promotes student-centered teaching and constructivist practices. Various teaching and learning strategies of teaching in effective classrooms will be the focus of the course.

EDU 5371 (3). CONTENT AREA METHODS. Students refine content knowledge, methods, and strategies specific to their content area and level of certification.

EDU 5373 (3). SECONDARY STUDENT TEACHING. Requires a 15-week assignment in a middle school and/or high school that has a diverse student population. Includes a seminar on campus every 2 weeks. Students are assigned an SMU supervisor who observes in the classroom at least four times a term. A portfolio is required.

EDU 5374 (3). SECONDARY STUDENT TEACHING. Requires a 15-week assignment in a middle school and/or high school that has a diverse student population. Includes a seminar on campus every 2 weeks. Students are assigned an SMU supervisor who observes in the classroom at least four times a term. A portfolio is required.

EDU 5375 (3). INTERNSHIP I: HIGH SCHOOL AND MIDDLE SCHOOL. This course requirement is a full-year assignment as the teacher of record in a public or accredited private school. Supervision by SMU faculty is required.

EDU 5376 (3). INTERNSHIP II: HIGH SCHOOL AND MIDDLE SCHOOL. This course requirement is a full-year assignment as the teacher of record in a public or accredited private school. Supervision by SMU faculty is required.

EDU 5385 (3). INTERNSHIP I: EC–6. This course requirement is a full-year assignment as the teacher of record in a public or accredited private school. Supervision by SMU faculty is required.

EDU 5386 (3). INTERNSHIP II: EC–6. This course requirement is a full-year assignment as the teacher of record in a public or accredited private school. Supervision by SMU faculty is required.

EDU 6100 (1). INDEPENDENT STUDY. Students work on a personalized system of instruction independently.

EDU 6101 (1). CLINICAL THERAPY PRACTICUM I. This course provides the opportunity for clinical teaching and therapy practices. Clinical teaching reports and therapy demonstrations are required. Each student is assigned an adviser to answer questions and provide support and guidance. (Learning therapy only)

EDU 6102 (1). CLINICAL THERAPY PRACTICUM II. This course provides the opportunity for clinical teaching and therapy practices. Clinical teaching reports and therapy demonstrations are required. Each student is assigned an adviser to answer questions and provide support and guidance. (Learning therapy only)

EDU 6103 (1). CLINICAL THERAPY PRACTICUM III. This course provides the opportunity for clinical teaching and therapy practices. Clinical teaching reports and therapy demonstrations are required. Each student is assigned an adviser to answer questions and provide support and guidance. (Learning therapy only)

EDU 6105 (1). CURRENT ISSUES IN DYSLEXIA: DYSLEXIA IDENTIFICATION PROCESS, KINDERGARTEN AND BEYOND. This course presents an in-depth outline of steps for early identification of dyslexic students. This identification involves more than administering a battery of tests. A team approach, involving individuals with information regarding the students, is integral to the identification process. Central to the team are knowledgeable classroom teachers. The course also discusses early identification as a key to successful remediation, including current research that shows this can be accomplished for children as young as 5 years of age, before they experience real failure.

EDU 6109 (1). WORK SMART. This course explores WorkSmart, a strategy for increasing dyslexic students' self-esteem and advocacy competencies. Is it based on the premise that the biggest problem most people with dyslexia face is not the learning difference itself but the way they cope with it.

EDU 6110 (1). AUTOMATICITY AND RATE. This course outlines explicit suggestions for helping students develop proficient decoding (reading) and encoding (spelling) skills to a level of automaticity that does not require conscious thought or effort. It also offers pointers on how students can be taught to understand how different kinds of texts are organized, as well as a repertoire of strategies for understanding these texts.

EDU 6115 (1). EARLY LANGUAGE DEVELOPMENT: PHONOLOGICAL AWARENESS. This course explores current research that confirms that children who have a greater degree of phonological awareness when they enter school are better equipped to learn to read. A more advanced form of phonological awareness is called phoneme awareness, which is the understanding that speech can be broken down into even smaller units called phonemes. Since few

preschoolers spontaneously attain phonemic awareness, this course teaches appropriate activities to help build these skills by engaging preschoolers in activities that draw their attention to the existence of phonemes in spoken words.

EDU 6116 (1). PROCEDURES AND MEASURES FOR ASSESSING STUDENTS FOR DYSLEXIA. This course serves as a guide for developing a referral, assessment, and placement process for identifying the student with dyslexia. Time will be devoted to analyzing all existing information on the student, including formal test results, in order to make an educational identification of dyslexia. In addition, the course focuses on accommodations, modifications, and teaching strategies that may be used for the dyslexic student in the regular classroom.

EDU 6118 (1). CHARACTERISTICS OF DYSLEXIA. Students will engage in an in-depth study of dyslexia in this course. Students will examine current research related to dyslexia and topics pertaining to reading intervention and accommodations.

EDU 6129 (1). PRACTICUM FOR TEACHING EARLY READING AND WRITING. Provides experience applying evidence-based principles of literacy development and learning in young children, early childhood through second grade. Requires students to engage in tutoring experiences in a local school. *Corequisite:* EDU 6229.

EDU 6134 (1). SURVEY OF LEARNING STRATEGIES. This course emphasizes learning styles and processes, as well as organized patterns and cognitive development of the dyslexic student. Survey study skills and learning strategies used in the classroom or in clinical practice are discussed.

EDU 6140 (1). INSTRUCTIONAL LEADERSHIP DEVELOPMENT. Required training for the Texas principal certification. The seminar is conducted by certified trainers from the SMU faculty.

EDU 6141 (1). LITERACY PRACTICUM I. This course gives students opportunities for applying content from EDU 6340 and for using materials and strategies discussed in EDU 6340 in their own school settings. *Corequisite:* EDU 6340.

EDU 6142 (1). LITERACY PRACTICUM II. This course gives students opportunities for applying content from EDU 6363 and using materials and strategies discussed in EDU 6363 in their own school settings. *Prerequisite:* 2.000 GPA or better in EDU 6141. *Corequisite:* EDU 6363.

EDU 6145 (1). INSTRUCTIONAL INTERVENTIONS FOR MATH PRACTICUM. Provides students enrolled in EDU 6358 with opportunities to apply in a classroom setting the content modeled during EDU 6358.

EDU 6148 (1). SYNTHESIS SEMINAR: PLANNING AND MENTORING. This seminar is a checkpoint that includes assessment of progress and documentation of program competencies after year one, and plans for case study and portfolio development for year two.

EDU 6150 (1). GRADUATE RESEARCH.

EDU 6160 (1). GRADUATE RESEARCH. Includes supervised completion of an independent research project designed in EDU 6304.

EDU 6200 (2). INDEPENDENT STUDY. Students work on a personalized system of instruction independently.

EDU 6229 (2). METHODS FOR TEACHING EARLY READING AND WRITING. Examines evidence-based principles of literacy development and learning in young children, early childhood through second grade. Focuses on designing, adapting, and evaluating beginning literacy instruction for children. *Corequisite:* EDU 6129.

EDU 6231 (2). INTRODUCTORY COURSE C: EARLY LANGUAGE DEVELOPMENT. Provides a continuation of instruction in introductory levels of the curriculum. Refines techniques and procedures previously introduced, and discusses systems of record keeping and progress reporting. (Learning therapy only)

EDU 6233 (2). ADVANCED COGNITIVE AND LINGUISTIC STRUCTURES OF WRITTEN LANGUAGE PART III. A continuation and completion of instruction in advanced levels of curriculum. Students acquire more sophisticated therapy techniques, including transition and closure, and review record keeping and student progress measurement. Also, discussion of professional dyslexia-related organizations. (Learning therapy only)

EDU 6234 (2). CAS INSTRUCTOR LEVEL 3. Instructional assistant in the course entitled Early Language Development.

EDU 6235 (2). CAS INSTRUCTOR LEVEL 6. Internship in the course entitled Seminar/ Practicum Curriculum Issues.

EDU 6240 (2). LEGAL AND ETHICAL ASPECTS OF LEADERSHIP. Focuses on the legal and policy issues critical to effective educational leadership. Topics include compliance, equity, and the code of ethics, as well as the development, communication, and implementation of effective policy.

EDU 6241 (2). ORGANIZATIONAL BEHAVIOR. An examination of behavior in educational organizations. Topics include vision, culture, organizational climate, perceptions, attitudes, motivation, goal setting, influence, and decision-making.

EDU 6242 (2). ACADEMIC LEADERSHIP: LITERACY AND LANGUAGE ARTS. Addresses trends and issues impacting instructional programs in literacy and language arts. Topics include program development, evaluation, and compliance issues, as well as implications for budget, facilities, and staffing.

EDU 6243 (2). FIELD STUDIES 1. Internship activities directly aligned to the coursework in each module of the program. Field studies projects are part of a summative portfolio assessment.

EDU 6244 (2). ORGANIZATIONAL LEADERSHIP. Focuses on leadership for campus planning and resource allocation, including budget, facilities, and scheduling.

EDU 6245 (2). LEADING ORGANIZATIONAL CHANGE. Focuses on practical models and change tactics that leaders can use to make their organizations more effective. Topics include effective approaches and potential barriers to change.

EDU 6246 (2). ACADEMIC LEADERSHIP: MATHEMATICS AND SCIENCE. Addresses trends and issues impacting instructional programs in math and science. Topics include program development, evaluation, and compliance issues, as well as implications for budget, facilities, and staffing.

EDU 6247 (2). FIELD STUDIES 2. Internship activities directly aligned to the coursework in each module of the program. Field studies projects are part of a summative portfolio assessment.

EDU 6248 (2). ACADEMIC LEADERSHIP: WORLD LANGUAGES AND SOCIAL STUDIES. Addresses trends and issues impacting instructional programs in world languages and social studies. Topics include program development, evaluation, and compliance issues, as well as implications for budget, facilities, and staffing.

EDU 6249 (2). ACADEMIC LEADERSHIP: FINE ARTS/PE/CATE. Addresses trends and issues affecting instructional programs for fine arts, physical education, and career and technology education. Topics include program development, evaluation, and compliance issues, as well as implications for budget, facilities, and staffing.

EDU 6250 (2). LEADERSHIP COACHING DEVELOPMENT. Provides experience in using collaborative tools to build self-awareness, clarify goals, and formulate action plans with accountability.

EDU 6251 (2). FIELD STUDIES 3. Internship activities directly aligned to the coursework in each module of the program. Field studies projects are part of a summative portfolio assessment.

EDU 6252 (2). ACADEMIC LEADERSHIP: SPECIAL POPULATIONS AND STUDENT SUCCESS. Addresses trends and issues affecting student success for special populations. Topics include program development, evaluation, and compliance issues, as well as implications for budget, facilities, and staffing.

EDU 6253 (2). PERSONAL AND PROFESSIONAL DEVELOPMENT. Covers the selection, development, supervision, and retention of effective teachers. Topics include effective professional development models, teacher leadership roles, and equitable personnel policies and procedures.

EDU 6254 (2). STUDENT CULTURE AND SUPPORT. Examines how discipline, safety, and crisis management support a positive learning environment. Data from support services such as counseling, social, and health services are analyzed as contributing factors.

EDU 6255 (2). FIELD STUDIES 4. Internship activities directly aligned to the coursework in each module of the program. Field studies projects are part of a summative portfolio assessment.

EDU 6256 (2). LEGAL ISSUES IN HIGHER EDUCATION. This course addresses the legal process as well as the legal rights, duties, and limitations of persons in the higher education community.

EDU 6257 (2). FOUNDATIONS AND HISTORY OF HIGHER EDUCATION ADMINISTRATION. An examination of the historical influences on the development of colleges and universities.

EDU 6258 (2). POLITICS OF DIFFERENCE. Explores strategies for restructuring institutions of higher education with the goal of improving student support and achievement among diverse and historically marginalized groups.

EDU 6259 (2). HIGHER EDUCATION FINANCE. This course considers the critical components of higher education finance and economics, including the key theories, issues, challenges, and structures of financing colleges and universities.

EDU 6261 (2). LEADERSHIP IN STUDENT AFFAIRS. This course examines the development of student personnel services, the role and function of the student affairs administrator in the educational institution, and contemporary issues and problems.

EDU 6262 (2). EMERGING ISSUES IN HIGHER EDUCATION. This course addresses emerging issues, trends, and debates in higher education.

EDU 6263 (2). ACADEMIC AND FACULTY GOVERNANCE. An overview of academic and faculty governance of colleges and universities in the U.S., with an emphasis on the roles and responsibilities of institutional stakeholders.

EDU 6264 (2). COLLABORATIVE LEADERSHIP IN HIGHER EDUCATION. This course focuses on strategies to engage families, communities, and other stakeholders in campus improvement. Candidates review how governmental entities and business partners can promote student achievement. *Prerequisite:* Department consent required.

EDU 6265 (2). FIELD STUDIES 5 IN HIGHER EDUCATION. Internship activities directly aligned to the coursework in each module of the program. Field studies projects are part of a summative portfolio assessment.

EDU 6266 (2). PERFORMANCE STANDARDS AND GOALS. Candidates learn to utilize meaningful systems and measurements for embedding a culture of achievement, to set performance goals and benchmark against them, and to prioritize actions that produce results.

EDU 6267 (2). INSTRUCTIONAL LEADERSHIP 1. Examines instructional leadership through effective instruction, standards-based planning, and other skills needed to lead data-driven instruction and professional development.

EDU 6268 (2). INFLUENCING EDUCATION POLICY. Examines policy that has affected school leaders during this decade. Also, an overview of how Texas compares and contrasts against the national policy landscape.

EDU 6269 (2). LEADING STRATEGIC SCHOOLS. Supports candidates as they learn to develop, communicate, and effectively implement change through clear and strategic action plans aligned with the priorities and goals of their schools and districts.

EDU 6270 (2). INSTRUCTIONAL LEADERSHIP 2. This course examines school improvement planning, the strategic use of data, the use of assessments to measure and support student achievement, continuous school improvement, and observation and feedback.

EDU 6271 (2). INSTRUCTIONAL LEADERSHIP DEVELOPMENT AND PROFESSIONAL DEVELOPMENT APPRAISAL SYSTEM. This ILD/PDAS seminar is required training for Texas principal certification. Conducted by certified trainers from the Region 10 Educational Service Center with SMU faculty participation.

EDU 6272 (2). STRATEGIC MANAGEMENT OF HUMAN CAPITAL. Focuses on high-leverage practices and policies for building the school and staff capacity required to ensure student achievement: recruiting, selecting, developing, evaluating, rewarding, and retaining talent and teams through the support of core competencies.

EDU 6273 (2). SPECIAL TOPICS. An examination of a specialized issue within the study of education.

EDU 6274 (2). STUDENT DEVELOPMENT THEORY. This course provides an overview of student development and learning in contemporary postsecondary educational institutions with specific attention given to psychosocial, identity development, cognitive, and typology theories.

EDU 6275 (2). PUBLIC POLICY AND HIGHER EDUCATION. Focuses on the antecedents and consequences of public policy for higher education at both the state and federal levels of American government.

EDU 6276 (2). INTERPRETING EDUCATIONAL RESEARCH. Focuses on basic quantitative research methods used in higher education administration and research. Students become familiar with a variety of statistical techniques and learn to apply them to real-world problems.

EDU 6277 (2). INTERNATIONAL AND COMPARATIVE HIGHER EDUCATION. Examines the problems facing higher education internationally and compares issues to domestic challenges. May consider topics such as student populations, policy, governance, and financing.

EDU 6278 (2). CASE STUDIES IN HIGHER EDUCATION. Enhances understanding of decision-making in higher education. Using case studies, students analyze problems, propose solutions, and assess the consequences of administrative decisions.

EDU 6279 (3). STUDENT AFFAIRS. This course provides an overview of student affairs administration and leadership in contemporary postsecondary educational institutions.

EDU 6280 (2). ADVANCED LINGUISTIC STRUCTURES OF ENGLISH PART 2. This course provides teachers with evidence-based practices for teaching children who have dyslexia and related written-language disorders. Building on terminology and concepts in teaching-level and therapist-level courses, this second therapy-level course presents the most advanced linguistic structures of written English related to reading and spelling. *Prerequisite:* 2.000 GPA or better in EDU 6346. Reserved for students in the M.Ed. in Reading and Writing Program. For Dallas cohort only.

EDU 6300 (3). INDEPENDENT STUDY. Students work on a personalized system of instruction independently.

EDU 6302 (3). DESIGN AND ASSESSMENT OF LEARNING. Review of research and practice in learning theory, instructional design, and assessment strategies. Students are required to investigate studies supporting best practice in the classroom. Reserved for students in the M.Ed. with Certification Program.

EDU 6303 (3). LEARNING ENVIRONMENT AND PROFESSIONALISM. Investigation of student needs that teachers must meet as well as different aspects of professionalism expected of classroom teachers. Students are required to analyze studies supporting best practice in classroom management and professional development. *Prerequisite:* 2.000 GPA or better in EDU 6326 or 6366. Reserved for students in the M.Ed. with Certification Program.

EDU 6304 (3). INTERPRETING EDUCATIONAL RESEARCH. Required core course for the M.Ed. degree. The primary focus is on the interpretation of educational research studies in elementary and secondary school settings. *Prerequisites:* Enrollment in the M.Ed. with Certification Program and a 2.000 or better GPA in EDU 6305 or 6329, or enrollment in the M.Ed. in Reading and Writing Program and a 2.000 or better GPA in EDU 6363, or enrollment in the program for the Master in Bilingual Education or for the M.Ed. with an unspecified track. M.B.E. students and students who are not in one of the designated tracks for the M.Ed. degree should take this course within their first two terms.

EDU 6305 (3). DIFFERENTIATED INSTRUCTION. Introduces assessment and curriculum design concepts that facilitate differentiation by studying design principles for assessment and using data to plan and implement differentiation by modifying learning processes and student products. *Prerequisites:* Enrollment in the M.Ed. in Reading and Writing Program and a 2.000 or better GPA in EDU 6304, or enrollment in the M.Ed. with Certification Program, or enrollment in the program for the Master in Bilingual Education or for the M.Ed. with an unspecified track.

EDU 6306 (3). LEADERSHIP THEORY AND BEHAVIOR IN HIGHER EDUCATION. This course examines leadership in colleges and universities. Students apply theory and research in analyzing leader effectiveness in a variety of case study settings.

EDU 6307 (3). CONTEMPORARY ISSUES IN EDUCATION POLICY REFORM. Examines issues and controversies in public policy for education in the U.S. Students learn how to analyze and communicate to the public the merits of alternative proposals for educational policy change.

EDU 6311 (3). LITERACY CONSULTATION. Provides knowledge and skills for master reading teachers in their consultative roles in schools. *Prerequisite:* 2.000 or better GPA in EDU 6323.

EDU 6312 / ANTH 6311 (3). APPLIED LINGUISTICS. This course provides an introduction to basic concepts in linguistics and their application in meeting practical educational goals. It includes an emphasis on first and second language learning.

EDU 6313 (3). SPANISH FOR BILINGUAL TEACHERS. This course helps teachers improve their oral and aural skills in Spanish through in-class activities and through projects and assignments. Guest lecturers from the Hispanic community provide opportunities to experience the diversity of Hispanic cultures and language. Course assignments facilitate the acquisition of the social and academic vocabulary necessary to work with students and families whose first language is Spanish. Much of class lecture and discussion will take place in Spanish, and knowledge of Spanish is required.

EDU 6315 (3). DIVERSE LEARNERS. Introduces different teaching approaches that help create equal educational opportunities for students from diverse racial, ethnic, social class, and cultural groups. Provides strategies to make teaching more effective in increasingly diverse schools. Some sections of the course require Spanish proficiency. *Prerequisites:* Enrollment in the M.Ed. with Certification Program and a 2.000 or better GPA in EDU 6326 or 6366, or enrollment in the M.Ed. in Reading and Writing Program and a 2.000 or better GPA in EDU 6305, or enrollment in the program for the Master in Bilingual Education or for the M.Ed. with an unspecified track.

EDU 6317 / ANTH 6306 (3). CULTURE AND COMMUNITY IN EDUCATION. Examines relationships among schools, families, and communities from various research perspectives. Focuses on the roles of school and community in delivering culturally appropriate instruction and services to students from diverse backgrounds. Some sections of this course require Spanish proficiency.

EDU 6319 (3). FOUNDATIONS OF BILINGUALISM. This course offers an examination of the history and implementation of various bilingual education program models. Particular attention is given to research of bilingual program models and issues related to recruitment, training, and retention of bilingual education teachers.

EDU 6320 (3). LANGUAGE TEACHING RESEARCH, THEORY, AND PRACTICE. Introduces the methodology of second language instruction with an emphasis on current research and theory of language acquisition and teaching. ESL program designs are reviewed, and classroom applications and assessments are discussed in the context of specialized ESL classrooms.

EDU 6321 (3). BILINGUAL / BILITERACY: CRITICAL ISSUES AND PRACTICES. This course provides an exploration of the theoretical foundations, methods, and materials for literacy instruction in bilingual instructional settings. Special emphasis is placed on language and literacy for students from diverse cultural and linguistic backgrounds.

EDU 6322 (3). EDUCATIONAL AND BEHAVIORAL PSYCHOLOGY. Required core course for the M.Ed. degree. The primary focus is on psychological issues faced by teachers in the classroom setting. Content deals with instructional and behavioral concepts. Students should complete this course within their first two terms.

EDU 6323 (3). LITERACY ASSESSMENT. Participants study multiple reading assessments and learn to use them. *Prerequisite:* 2.000 or better GPA in EDU 6363.

EDU 6324 (3). CONTENT METHODS. Study of teaching strategies specific to content areas and levels of certification. Includes the examination of research promoting content instruction. Requires in-depth reading assignments unique to content areas of specialty. *Prerequisite:* 2.000 GPA or better in EDU 6328. Reserved for students in the M.Ed. with Certification Program.

EDU 6325 (3). EDUCATING TALENTED / GIFTED. Includes surveys of the history of the field, basic terminology and definitions, major models and theories, and effective program prototypes for gifted students. Reviews characteristics of the gifted and talented and overview identification and assessment procedures for gifted students. Attention is given to analyzing the traits of effective teachers and counselors and to developing models for interaction with gifted students.

EDU 6326 (3). CONTENT AREA STUDIES. Exploration of science, social studies, art, music, drama, and physical education content for pre-K through grade four students, and effective teaching strategies for each content area. Readings from research journals in the content areas are required, along with the development of research-based instructional strategies. *Prerequisite:* 2.000 GPA or better in EDU 6327. Reserved for students in the M.Ed. with Certification Program.

EDU 6327 (3). LEARNING TO READ AND WRITE. Introduces research, practices, and materials for teaching reading and writing in prekindergarten through grade one. All literacy classes require field experiences in local schools. *Prerequisite:* 2.000 GPA or better in EDU 6329. Reserved for students in the M.Ed. with Certification Program.

EDU 6328 (3). STRATEGIC TEACHING. Examines a variety of instructional strategies proven to engage learners in the middle and high school learning environment. Gives students an opportunity to practice developing skills in communication and facilitating learning. *Prerequisite:* 2.000 GPA or better in EDU 6305. Reserved for students in the M.Ed. with Certification Program.

EDU 6329 (3). EC–6 MATH. An evaluation of teaching methods in mathematics, focusing on the knowledge and skills required for pre-K through grade six students. Requires study of the research in math concept development. Reserved for students in the M.Ed. with Certification Program.

EDU 6330 (3). INTRODUCTORY COURSE A: SURVEY OF DYSLEXIA AND RELATED LEARNING DISORDERS. Introduces language communication concepts and educational activities for teaching individuals with developmental dyslexia and related language learning difficulties. Includes a study of the characteristic symptoms of dyslexia, implications of the disorder, diagnosis, and multisensory and discovery language remediation techniques. Practicum opportunities are included, along with an introduction to beginning portions of the dyslexia curriculum. Reserved for students in the M.Ed. in Reading and Writing Program. For Dallas cohort only. This is also a required course for all learning therapy students.

EDU 6331 (3). INTRODUCTORY COURSE B: COGNITIVE AND LINGUISTIC STRUCTURES OF WRITTEN LANGUAGE. Provides instruction in the teaching of beginning portions of the dyslexia curriculum. It focuses on cognitive and linguistic structures of written language and writing and phonetic concepts related to reading and spelling. It also examines the historical development of English and its relevance to language disabilities. (Learning therapy only)

EDU 6332 (3). ADVANCED COGNITIVE AND LINGUISTIC STRUCTURES OF WRITTEN LANGUAGE PART I. An overview of advanced dyslexia instruction. Introduces upper levels of the curriculum and begins instruction in the more complex aspects of the English written code. (Learning therapy only)

EDU 6333 (3). ADVANCED COGNITIVE AND LINGUISTIC STRUCTURES OF WRITTEN LANGUAGE PART II. A continuation of EDU 6332. Refines previously developed procedures and techniques, and examines phonetic irregularities and semantic and syntactic structures. (Learning therapy only)

EDU 6336 (3). READING AND WRITING TO LEARN. Introduces research, practices, and materials for teaching reading and writing in grades two through six. All literacy classes require field experiences in local schools. *Prerequisite:* 2.000 GPA or better in EDU 6327. Reserved for students in the M.Ed. with Certification Program.

EDU 6339 (3). BILINGUAL CONTENT INSTRUCTION. This course is designed for students who will be teaching in bilingual education classrooms or administering bilingual education programs. Class participants will review current research in reading in the content areas and will strengthen their knowledge in critical content vocabulary and mechanics of spelling and writing in Spanish. Much of class lecture and discussion will take place in Spanish and knowledge of Spanish is required.

EDU 6340 (3). LITERACY ACQUISITION. Addresses reading at the primary levels (pre-K through grade three). *Corequisite:* EDU 6141.

EDU 6342 (3). LITERACY INSTRUCTION FOR STUDENTS WITH DYSLEXIA AND RELATED DISORDERS: INTRODUCTORY COURSE. Introduces the study of literacy instruction for students with dyslexia and related disorders, with a focus on the characteristics of dyslexia and related disorders, definitions, basic terminology, and research-based components of instruction. Provides practical application of the theoretical underpinnings of reading development to inform instructional decisions for students with dyslexia and related disorders. Reserved for students in the M.Ed. in Reading and Writing Program. For Houston cohort only.

EDU 6343 (3). LITERACY INSTRUCTION FOR STUDENTS WITH DYSLEXIA AND RELATED DISORDERS: READING COMPREHENSION. Provides information about the implementation of research-based vocabulary and reading comprehension instruction for students with

dyslexia and related disorders. *Prerequisite:* 2.000 GPA or better in EDU 6342. Reserved for students in the M.Ed. in Reading and Writing Program. For Houston cohort only.

EDU 6344 (3). LITERACY INSTRUCTION FOR STUDENTS WITH DYSLEXIA AND RELATED DISORDERS: WRITTEN EXPRESSION. Provides information about the implementation of research-based written expression instruction for students with dyslexia and related disorders. *Prerequisite:* 2.000 GPA or better in EDU 6343. Reserved for students in the M.Ed. in Reading and Writing Program. For Houston cohort only.

EDU 6345 (3). LITERACY INSTRUCTION FOR STUDENTS WITH DYSLEXIA AND RELATED DISORDERS: ADVANCED COURSE. An advanced study of literacy instruction for students with dyslexia and related disorders. Specifically, an in-depth study of the theoretical underpinnings of research-based components of literacy instruction. Provides practical implementation of literacy instruction for tier-three students based on instructional needs. *Prerequisite:* 2.000 GPA or better in EDU 6344. Reserved for students in the M.Ed. in Reading and Writing Program. For Houston cohort only.

EDU 6348 (3). FOUNDATIONS OF ESL FOR SECONDARY TEACHERS. Prepares teachers to teach content to the English language learner. Theory application covers models, informal assessments, and instructional strategies.

EDU 6352 (3). CAS INSTRUCTOR LEVEL 1. Instructional assistant in the course entitled Survey of Dyslexia and Related Disorders.

EDU 6353 (3). CAS INSTRUCTOR LEVEL 2. Instructional assistant in the course entitled Cognitive and Linguistic Structures of Written Language.

EDU 6354 (3). CAS INSTRUCTOR LEVEL 4. Internship in the course entitled Advanced Cognitive and Linguistic Structures of Written Language, Part I.

EDU 6355 (3). CAS INSTRUCTOR LEVEL 5. Internship in the course entitled Advanced Cognitive and Linguistic Structures of Written Language, Part II.

EDU 6356 (3). FOUNDATIONS OF SPECIAL EDUCATION. This course focuses on educational policies, laws, and practices associated with education for individuals with disabilities. Topics cover the range of perspectives underlying school-based delivery of educational services.

EDU 6357 (3). ASSESSMENT FOR SPECIAL EDUCATORS. Focuses on current educational measurement and assessment practices associated with educational services for school-age individuals with learning-related disabilities. The study of current practices is framed in the context of special education decisions for classroom-based interventions, diagnostic and placement decisions, and school and program accountability. Participants learn measurement technologies and nomenclature necessary for preparing and interpreting technical documents.

EDU 6358 (3). INSTRUCTIONAL INTERVENTIONS FOR MATH. Prepares teachers to address the needs of students with exceptionalities in grades K–12 to teach mathematics skills in diverse classroom settings for a variety of learners.

EDU 6359 (3). COLLABORATION WITH FAMILIES AND COLLEAGUES. Explores the knowledge and skills necessary for effective collaboration with school-based personnel supporting the learning and social needs of individuals with disabilities and their families.

EDU 6360 (3). BEHAVIORAL INTERVENTIONS IN THE CLASSROOM. Covers the principles of classroom management, both proactive and reactive, within the context of special education.

EDU 6363 (3). ADVANCED LITERACY DEVELOPMENT. Builds on EDU 6340 and addresses reading issues in intermediate grades. Also, reading instruction in middle school and high school. *Prerequisite:* 2.000 or better GPA in EDU 6340. *Corequisite:* EDU 6142.

EDU 6365 (3). GRADUATE WRITING FOR EDUCATION AND HUMAN DEVELOPMENT. Designed to increase students' familiarity and expertise with graduate-level academic writing genres within the fields of education and human development.

EDU 6366 (3). READING AND WRITING IN THE CONTENT AREAS. Prepares content area teachers to facilitate their students' ability to gain meaning from text and to use text as a tool for content area learning. Provides practical strategies and techniques for accommodating the academic diversity faced by today's teachers. Teachers complete the term with a deeper understanding of how to integrate reading and writing to enhance student learning of content area knowledge. *Prerequisite:* 2.000 GPA or better in EDU 6328. Reserved for students in the M.Ed. with Certification Program.

EDU 6370 (3). PHYSICAL SCIENCE: CHEMISTRY. This course focuses on developing models of effective instructional strategies designed to promote student learning and understanding of physical concepts and processes. In addition, research is utilized to help practitioners identify misconceptions and develop practical methods to help students accurately conceptualize the physical models. Topics of study include matter and elements; chemical and physical changes; acids, bases, and solutions; atomic structure; periodic properties; interpretation of chemical formulas and equations; bonding; and behavior of gases.

EDU 6371 (3). LIFE SCIENCES. This course involves participants in activities designed to help them achieve an understanding of – and the decision-making process based on – current research pertaining to concepts in biological science. In addition, students learn methods for communicating and collaborating with colleagues and gain leadership, mentoring, and coaching skills. Topics of study include levels of organization of living organisms, cell structure and function, mechanisms of genetics, evolution and classification, heredity and reproduction, and interdependence within environmental systems.

EDU 6372 (3). PHYSICAL SCIENCES: PHYSICS. This course highlights the development of practical methods for demonstrating and using models, planning laboratory experiences, managing science equipment, and handling safety concerns. Students focus on processes, tenets, and assumptions of multiple methods of inquiry leading to scientific knowledge. Topics of study include force and motion, wave, light, sound, quantum phenomena, conservation of energy and momentum, and electricity and magnetism.

EDU 6373 (3). EARTH AND SPACE SCIENCE. This course involves participants in activities surrounding the structure, function, and history of Earth systems, and the components and characteristics of the solar system and the universe. In addition, models of effective instructional strategies are developed to promote student learning and understanding of Earth/space science concepts and processes. Topics of study include Earth in space and time, Earth structures and composition, rocks, fossils, and Earth systems.

EDU 6374 (3). INTERPRETING EDUCATIONAL RESEARCH. Focuses on basic quantitative research methods used in higher education administration and research. Students become familiar with a variety of statistical techniques and learn to apply them to real-world problems.

EDU 6375 (3). LEADING WITH VALUES. Enables participants to examine their identity as a leader and the ways their decisions and actions impact values-driven behavior, organizational resilience, adaptability, and an achievement-based culture.

EDU 6376 (3). PUBLIC POLICY AND HIGHER EDUCATION. Focuses on the antecedents and consequences of public policy for higher education at the state and federal levels of American government.

EDU 6377 (3). EXPERIENTIAL FIELD STUDIES. Internship activities directly aligned to the coursework in each module of the program. Field studies projects are part of a summative portfolio assessment.

EDU 6378 (3). SUPERVISION OF PRESERVICE TEACHER EDUCATION PROGRAMS. Theory and practice of supervision of student teachers. Designed especially for clinical faculty, students develop supervisory skills through case studies, role-playing, and analysis of teaching.

EDU 6379 (3). NUMERICAL REASONING: NUMBERS AND OPERATIONS. Covers number systems and their properties: integers, rational numbers, irrational numbers, and complex numbers; real number line; numerical base systems; significant historical developments; decimal representation; axiomatic systems and introductory group theory; set theory; cardinality; recurrence relations; prime numbers; the fundamental theorem of arithmetic; greatest common divisors; least common multiple; division algorithm; Euclidean algorithm; introductory number theory; modular arithmetic; and problem-solving. Topics include advanced mathematical content that informs elementary, middle, and secondary teaching. Discusses practical models for effectively teaching numerical reasoning, number systems, and operations for EC–12 mathematics. Also, components for developing effective mentoring relationships.

EDU 6380 (3). ALGEBRAIC REASONING AND PATTERNS. Covers functional relationships and their properties: patterns, variable expressions, definitions and properties of functions, graphs, one-to-one, invertibility, and compositions. Also, various linear, quadratic, polynomial, rational, trigonometric, exponential, and logarithmic models. Includes the fundamental theory of algebra, algebraic applications of functions in everyday life, modeling, significant historical developments, rates of change, calculus, introductory analysis, and problem-solving. Topics

include advanced mathematical content that informs elementary, middle, and secondary teaching. Discusses practical models for effectively teaching students about patterns, variables, and functional relationships for EC–12 mathematics, as well as components for developing effective mentoring relationships. *Prerequisite or corequisite:* EDU 6379.

EDU 6381 (3). GEOMETRY AND MEASUREMENT. Delves into Euclidean geometry and proof: axiomatic systems; definitions, theorems, postulates, and proofs; similarity; proportional reasoning; constructions; measurement; spatial reasoning; plane isometrics, translations, rotations, and reflections; dilations; trigonometric functions; inductive and/or deductive reasoning; mathematical induction; symbolic logic, proofs, and invalid arguments; significant historical developments; introductory topology; coordinate geometry; vectors; matrices; and problem-solving. Introduces the two non-Euclidean geometries, elliptic and hyperbolic. Topics include advanced mathematical content that informs elementary, middle, and secondary teaching. Discusses practical models and available technological tools for effectively teaching students about geometry, measurement, and proof for EC–12 mathematics. Also, components for developing effective mentoring relationships. *Prerequisite or corequisite:* EDU 6379.

EDU 6382 (3). EVERYDAY MATHEMATICS: PROBABILITY AND DATA ANALYSIS. Covers advanced mathematical content that informs elementary, middle, and secondary teaching, and focuses on methods of representing and analyzing data: measures of central tendency and measures of dispersion; introductory combinatorics; discrete and continuous random variables; expected value; statistical foundations; inference; random samples; properties of binomial, geometric, and normal distributions; law of large numbers; central limit theorem; significant historical developments; stochastic matrices; regression; and problem-solving. Discusses practical models and available technological tools for effectively teaching probability and statistics and for overcoming common student misconceptions in EC–12 mathematics. Examines components for developing effective mentoring relationships. *Prerequisite or corequisite:* EDU 6379.

EDU 6384 (3). TEACHING AND LEARNING WITH TECHNOLOGY. Includes models of instructional design and development; the fundamentals of technology, hardware, software, and networks; technology-based instructional tools; audio assistive technologies; blogging and other social media; laws and issues related to equity and access; and copyright, fair use, patent, trademarks, and the use of and respect for intellectual property. Students utilize a variety of software applications to create classroom-related projects. The course is the first in the master technology teacher specialization, and it is a prerequisite for the other three courses in the specialization. Education students who are not enrolled in the MTT program or who are not in the specialization are welcome to take this class.

EDU 6385 (3). TECHNOLOGY-RELATED INSTRUCTIONAL ASSESSMENT. Includes instructional assessment models and strategies, rubrics, technology-based formative and summative assessments, portfolios, Web 2.0 assessments, gaming, performance-based graphic organizers, and instructional planning. Projects include designing performance-based assessments, formative and summative assessments, rubrics, and games. Students utilize data for instructional planning and improvement, and create technology-based assessments to plan for differentiation. This is the second or third course in the master technology teacher specialization, and it is a prerequisite for EDU 6387. *Prerequisite:* EDU 6384.

EDU 6386 (3). MULTIMEDIA DESIGN AND DEVELOPMENT FOR EDUCATORS. Includes the design, development, and use of interactive media and multimedia in the classroom. Media explored includes audio, video, still images, animated GIFs, photo manipulation, photography, animation, graphics, and stop motion video. Students assume the role of instructional designers in order to create multimedia productions for use in their classrooms. This is the second or third course in the master technology teacher specialization, and it is a prerequisite for EDU 6387. *Prerequisite:* EDU 6384.

EDU 6387 (3). RESEARCH AND PROFESSIONAL DEVELOPMENT IN THE INFORMATION AGE. Includes current issues and trends in technology-related instruction; the TPACK model; and the fundamentals of mentoring, coaching, and leadership as they pertain to professional development, communication and facilitation strategies, collaborative pedagogy in technology instruction, and new Web 2.0 technologies. Students design and present a professional development workshop, demonstrating cumulative knowledge of all of the classes in the specialization. This is the final course in the master technology teacher specialization. *Prerequisites:* EDU 6384, and 6385 or 6386.

EDU 6388 (3). CURRICULUM DEVELOPMENT FOR THE TALENTED AND GIFTED. Builds the foundation for development of differentiated curricula for the gifted. Students study effective teaching strategies, learn how to adapt curriculum for individual differences, study the organization of curriculum and instruction for the gifted (scope and sequence, issues related to integrated and interdisciplinary curriculum, and grouping issues.) Emphasis is placed on the teaching of higher-level cognitive skills within the disciplines.

EDU 6389 (3). SPECIAL TOPICS. This course allows students to work independently with an instructor on a targeted topic. The course may be repeated.

EDU 6390 (3). CLASSROOM INSTRUCTION AND ASSESSMENT FOR LANGUAGE LEARNERS. Focuses on classroom applications of ESL teaching and learning. Students will examine factors that influence English language and literacy development and will develop instructional approaches and pedagogical materials that meet the needs of English language learners.

EDU 6391 (3). COLLABORATIVE LEADERSHIP. Strategies to engage families and communities in campus improvement. Candidates review how governmental entities and business partners can promote student achievement.

EDU 6392 (3). FOUNDATIONS AND HISTORY OF HIGHER EDUCATION ADMINISTRATION. An examination of the purposes of higher education based on the historical influences on the development of colleges and universities.

EDU 6393 (3). PORTFOLIO SEMINAR. Final portfolio development, value-added project presentations take place in this seminar.

EDU 6394 (3). EMERGING ISSUES IN HIGHER EDUCATION. Addresses emerging issues, trends, and debates in higher education.

EDU 6395 (3). URBAN SCHOOL RESIDENCY. During residency, candidates have authentic opportunities to lead adults, make mistakes, and grow through meaningful assessments, ongoing coaching and feedback, and identification of candidates' strengths and weaknesses.

EDU 6396 (3). HIGHER EDUCATION FINANCE. Considers the critical components of higher education finance and economics, including the key theories, issues, challenges, and structures of financing colleges and universities.

EDU 6397 (3). GROWTH AND DEVELOPMENT OF THE GIFTED. Examines the differentiated affective characteristics and needs of the gifted, including a review of general counseling theories, effective communication with the gifted, and the assessment of affective needs. Students develop strategies for assisting the gifted; also, developing social and interpersonal skills. Reviews issues surrounding the potential of the gifted to achieve and make significant contributions to society as a whole.

EDU 6398 (3). TEACH FOR AMERICA PRACTICUM 1. The first in a series of two courses focusing on classroom application of evidence-based concepts and strategies from the Teach for America Professional Development Institute. *Prerequisite:* Restricted to members of the Teach for American Corps who are enrolled in the M.Ed. program.

EDU 6399 (3). TEACH FOR AMERICA PRACTICUM 2. The second in a series of two courses focusing on classroom application of evidence-based concepts and strategies from the Teach for America Professional Development Institute. *Prerequisite:* Restricted to members of the Teach for America Corps who are enrolled in the M.Ed. program.

EDU 7111 (1). LAB FOR QUANTITATIVE STATISTICS. Facilitates the technical aspects of working with statistical software packages and applies concepts from the accompanying statistics lecture course, EDU 7311. *Corequisite:* EDU 7311.

EDU 7112 (1). LAB FOR INTERMEDIATE QUANTITATIVE STATISTICS IN EDUCATION. Designed to facilitate the technical aspects of working with statistical software packages and to apply concepts in the statistics lecture course, EDU 7312, which is recommended as a corequisite course. *Prerequisites:* EDU 7111, 7311.

EDU 7114 (1). LAB FOR ADVANCED STATISTICS. Facilitates the technical aspects of working with statistical software packages and applies concepts from the accompanying statistics lecture course, EDU 7314. *Corequisite:* EDU 7314.

EDU 7119 (1). SYNTHESIS AND INTEGRATION OF KNOWLEDGE AND SKILLS IN EDUCATION POLICY AND LEADERSHIP. Offered each term in years one and two. Designed to integrate learning experiences and domains across courses, cognates, and internship experiences to allow students to develop facility analyzing multidimensional facets of complex systems.

EDU 7300 (3). INDEPENDENT STUDY.

EDU 7302 (3). ADVANCED QUANTITATIVE RESEARCH METHODS. Doctoral professional seminar emphasizing research designs in education including experimental, quasi-experimental, single-case, evaluation, survey, and other designs. Although statistical methods are discussed for various designs, the emphasis is on concepts, procedures, and internal and external validity issues. Applications to the review of research and writing of methods sections for grants and dissertations.

EDU 7303 (3). MIXED METHODS: QUANTITATIVE AND QUALITATIVE RESEARCH. Research designs and statistical methods for studies that combine quantitative analysis with qualitative inquiry. Also, review of literature employing mixed methods and computer methods of analysis.

EDU 7305 (3). INTRODUCTION TO QUALITATIVE RESEARCH IN EDUCATION. Introduces the historical and theoretical foundations of qualitative research and provides a basic understanding of design, application, and analysis using qualitative methods.

EDU 7309 (3). SPECIAL TOPICS. This course allows students to work independently with an instructor on a targeted topic.

EDU 7311 (3). QUANTITATIVE STATISTICS FOR EDUCATION RESEARCH. Introduces statistical techniques for educational research, and promotes the ability to interpret statistical concepts. Techniques covered include analysis of variance, multiple comparisons, nonparametric statistics, simple linear regression, and multiple correlation.

EDU 7312 (3). INTERMEDIATE QUANTITATIVE STATISTICS IN EDUCATION. Doctoral seminar that continues EDU 7311. Statistical methods including analysis of variance, basic regression, and other intermediate statistical methods.

EDU 7313 (3). ADVANCED ASSESSMENT METHODS. Covers advanced topics in educational and psychological assessment, including terminology, concepts, and methods in reliability. Also, validity, fairness, and IRT, as well as interpreting tests of ability, achievement, personality, and behavior.

EDU 7314 (3). ADVANCED MULTIVARIATE STATISTICS. This course is designed to broaden and enrich the student's knowledge and understanding of statistical methodology as it pertains to the study of multivariate techniques used in the behavioral sciences with specific application to education.

EDU 7315 (3). DESIGNING LEARNING ENVIRONMENTS. This course focuses on examining causal instruments that impact student achievement and seek explanatory mechanisms that can be affected by implementing, sustaining, scaling, and evaluating evidence-based instructional practices.

EDU 7316 (3). ORGANIZATIONAL THEORY. Familiarizes students with theories of organizational behavior and their application to schools: how they work, how people and groups behave within them, why they change, and why they often fail to change. Major topics include leadership theory, organizational structure, power and politics, and culture.

EDU 7317 (3). POLICY ANALYSIS. This course focuses on examining education policy at federal, state, and local levels to articulate and evaluate essential factors that enhance or impede implementation of policy directives in complex environments.

EDU 7318 (3). PROGRAM EVALUATION. This course focuses on developing proficiency using research design principles and integrating analytic techniques to examine and evaluate the effectiveness of programs for improving student achievement.

EDU 7319 (3). SYNTHESIS: INTEGRATING DOMAINS AND AREAS OF EMPHASIS. Integrates learning experiences and domains across courses, cognates, and internship experiences to allow students to develop facility analyzing multidimensional facets of complex systems.

EDU 7320 (3). ADVANCED ASSESSMENT METHODS II. Emphasizes statistical modeling procedures for estimating measurement reliability and scaling. *Prerequisites:* EDU 7313, 7311, or equivalent.

EDU 7323 (3). STRUCTURAL EQUATION MODELING. Introduces the basic theory of structural equation modeling, which is a system of regression models with observed and unobserved variables. The course focuses on behavioral and social science applications. *Prerequisite:* EDU 7320.

Graduate Teacher Certification Programs

Postbaccalaureate Teacher Certification

www.smu.edu/TeacherPrep

Through the Department of Teaching and Learning, postbaccalaureate students may enroll in programs that lead to teaching certification at the elementary and secondary levels. SMU offers certification in all three grade ranges: early childhood–grade six, grade four–grade eight and grade seven–grade 12. These are the official certificate ranges specified by the State Board for Educator Certification in Texas. The only all-level preparation programs offered by SMU are music, theatre and languages other than English (Spanish and French). For all certification questions, students should contact the Department of Teaching and Learning at teacher@smu.edu or 214-768-2346.

For certification, students must pass two examinations, one that covers content and one that covers both instruction/pedagogy and professional responsibilities. The exams are offered periodically throughout the year by the SBEC. Once an individual has completed certification coursework, completed student teaching or an internship, and passed the appropriate examinations, she or he submits fingerprints, passes a criminal background check and is awarded a standard teaching certificate by SBEC. General information about teacher certification in Texas is available from the SBEC at www.sbec.state.tx.us.

An individual who already has a bachelor's degree and wants to attend SMU to become a certified teacher must satisfy most of the same curricular requirements as undergraduates and follow many of the same procedures. SMU's Teacher Preparation program requires 21 credit hours of coursework plus nine credit hours of fieldwork (three hours of early field experience and six hours of either student teaching or internship) for a total of 30 credit hours. Students meet each term with their adviser, who guides the program of study.

The classroom courses and field experiences are based on the Texas standards for beginning teachers and can be completed in three regular terms if attending full time. Throughout the course of study, students are expected to maintain high levels of performance and to develop habits of reflection, as well as acquire knowledge and skills of practice. Professors model learning experiences that are considered best practices for all learners. Within their classes, students are expected to work collaboratively in small groups, complete simulated teacher tasks, pose questions for class inquiry and use multiple resources to answer questions.

A broad range of certification areas is available; however, some of these certifications require substantial prerequisite coursework that is not available at SMU. In these cases, the postbaccalaureate student must satisfy the coursework elsewhere, presumably in his or her undergraduate program. Prospective applicants can contact the Department of Teaching and Learning to speak with an adviser about their particular circumstances and needs. For more information, students should call 214-768-2346 or email teacher@smu.edu.

Postbaccalaureate Certification Entrance Requirements. Before enrolling in the Teacher Certification Program, all postbaccalaureate students must provide the following:

1. Official transcript showing degree awarded with an overall GPA of 2.500. Transcripts from countries outside the United States must be accompanied by official evaluations by an SMU-recognized evaluation agency.

2. A letter of reference from an employer or professor.
3. One of the following: (a) passing scores on the Texas Higher Education Assessment, with a minimum reading score of 260, a minimum writing score of 220 and a minimum math score of 230; (b) an SAT score of at least 1600, with a score of 500+ for each part; or (c) an ACT score of at least 23. Scores from any of these tests are accepted if taken within the last five years.
4. Submission of the required affidavit indicating fitness for a teaching career.
5. For international students applying from countries where English is not the native language, either the TOEFL or IELTS English language proficiency test must be taken. In the case of the TOEFL, a minimum score of 92 is required; in the case of the IELTS, a minimum score of 6.5 is required.
6. A written essay that must be completed in the adviser's office; a prompt for the essay is supplied.
7. Official interview with advisers in the Department of Teaching and Learning.

Early Childhood–Grade 6 Certification. The early childhood through grade six curriculum is designed to produce teachers who are knowledgeable about children and how they learn, passionate about teaching, and resourceful in solving problems. The courses are planned to provide a wide range of professional readings, cooperative learning experiences, authentic assignments that simulate the work of classroom teachers and productive field experiences.

To be certified to teach in Texas, students must pass the Texas Examinations of Educator Standards EC–Grade 6 Generalist exam and TExES EC–Grade 12 Pedagogy and Professional Responsibilities exam. In addition, all requirements – seven classroom-based courses, three field experience courses, satisfactory student-teaching or internship experiences, and passing scores on the appropriate TExES tests – must be fulfilled before the Simmons School will recommend a student for certification. Prospective teachers must also pass a criminal-record check with the State Board for Educator Certification. Candidates must complete all of the following courses with an overall *B* average:

Postbaccalaureate Certification (EC–Grade 6 Generalist)	*Credit Hours*
Pedagogy and Content	21
EDU 5318 Formative and Summative Assessment	
EDU 5327 Integrating Teaching and Learning	
EDU 5331 Content Area Studies for Elementary School	
EDU 5349 Learning Environment and Professionalism (EC–12)	
EDU 5355 Teaching Mathematics in Elementary School	
EDU 5357 Emergent Literacy	
EDU 5358 Conventional Literacy	
Field Experience / Student-Teaching Courses	9
EDU 5121, 5122, 5123 Field Experience I, II, III	
EDU 5363, 5364 Student Teaching	
or **EDU 5385, 5386** Internship I, II	
Total	**30**

Secondary Education Certification (Middle and High School: Grades 4–8 and 7–12). The secondary-education curriculum is rich in both the practical experience and the theory that are needed for teaching preadolescents and adolescents. Courses address the unique developmental needs of these students, as well as effective teaching strategies. Each course provides classroom and field experiences to prepare prospective teachers to become effective teachers and lifelong learners.

Candidates should contact the Department of Teaching and Learning advisers to determine the field(s) that their undergraduate coursework prepares them to teach. To be certified to teach in Texas, students must pass the Texas Examinations of Educator Standards Pedagogy and Professional Responsibilities exam and the TExES content (teaching field) test. In addition, all requirements – seven classroom-based courses, three field-experience courses, satisfactory student-teaching or internship experiences, and passing scores on the appropriate TExES tests – must be fulfilled before the Simmons School will recommend a student for certification. Prospective teachers must also pass a criminal-record (fingerprint) check with the State Board for Educator Certification. The following education courses are required:

Postbaccalaureate Certification (Middle School/High School)	*Credit Hours*
Pedagogy and Content	21
EDU 5318 Formative and Summative Assessment	
EDU 5327 Integrating Teaching and Learning	
EDU 5348 Introduction to Diverse Learners	
EDU 5349 Learning Environment and Professionalism (EC–12)	
EDU 4300 Foundations of Teaching English to Speakers of Other Languages	
EDU 5367 Creating Successful Classrooms	
EDU 5371 Secondary Instruction: Content Area Methods	
Field Experience/Student Teaching Courses	9
EDU 5124, 5125, 5126 Field Experience I, II, III	
EDU 5373, 5374 Student Teaching	
or **EDU 5375, 5376** Internship I, II	
Total	**30**

All-Level Music Certification. In addition to meeting the requirements for a major in music, students in an all-level music certification program must complete a total of 15 hours in education courses, including six hours in student teaching. Students seeking music certification should consult with their advisers in the Meadows School of the Arts for the courses they must take.

All-Level Theatre Arts or World Language Certification. In addition to meeting the requirements for a major in theatre, students in an all-level theatre arts or world language certification program must complete a total of 30 hours in education courses, including six hours in student teaching. Students seeking theatre arts or world language certification should consult with their advisers in the Simmons School for the courses they must take.

Bilingual Education

www.smu.edu/BilingualSupplementalCertification

Preparation for Supplemental Certification. SMU offers four courses (three credits each) for certified teachers interested in earning the Texas Supplemental Certification in Bilingual Education. This certification is required for teachers who work with students who do not speak English as their native language. In addition to completing the required coursework, candidates must pass the appropriate tests for supplemental certification in Texas.

Students may apply all of the required 12 hours of bilingual coursework to the Master of Bilingual Education or M.Ed. program pending acceptance into the program. In accordance with Simmons School policy and procedures, up to 14 credit hours of internal Department of Teaching And Learning credits may be transferred into the M.B.E. or M.Ed. program. Only six hours of external credit can be transferred in from other learning institutions.

Admission Requirements. Before enrolling in the program for supplemental certification in bilingual education, all students must provide the following:

1. A baccalaureate degree from an accredited institution in the United States or proof of equivalent training at a foreign university.

2. An official sealed transcript of academic work in higher education that reflects adequate subject preparation, including an academic major or teaching field and a 3.000 overall GPA. Transcripts from countries outside the U.S. must be accompanied by an official evaluation of the transcript by an SMU-recognized evaluation agency. No copies will be accepted. Applicants not meeting the 3.000 GPA requirement must request an exemption in writing and provide proof of other qualifications, such as long-term experience or expertise in a related specialized field, as a justification for admission.

3. For applicants from countries where the predominant language is not English, official scores (earned within the previous five years) on the TOEFL English language proficiency test administered by the Educational Testing Service or the IELTS English competency test. The minimum score on the Internet-based TOEFL test is 92. The IELTS minimum score is 6.5. The M.Ed. program is a part-time program and as such does **not** qualify as a suitable educational experience for an international student on a student visa. As evidence of financial support, foreign students must provide a Certification of Finance Form/Letter of Financial Backing. (This applies to students who are not awarded a scholarship.) This should represent that sufficient money will be available to the applicant to cover all expenses while at the University. This letter may be signed by a parent or sponsor but **must** be certified by a bank. The document must be notarized and on file before the process for visas and passport can proceed.

4. A completed application and a $75 nonrefundable application fee payable to SMU: Department of Teaching and Learning.

5. Three recommendation forms from individuals who can attest to the applicant's academic abilities, teaching abilities and personal qualities. One recommendation should be from a principal or immediate supervisor.

6. A 500- to 750-word written essay on how the student's career goals would be enhanced by realizing the goals of the Department of Teaching and Learning as stated on at www.smu.edu/TeacherEdConceptualFramework. At least three of the four goals must be addressed in the essay. This statement of purpose will be used to evaluate the student's competence in English and ability to think critically.

Certification Requirements. Candidates must complete the following courses:

Supplemental Certification in Bilingual Education	*Credit Hours*
EDU 6312 Applied Linguistics	3
EDU 6320 Language Teaching Research, Theory, and Practice	3
EDU 6321 Bilingualism/Biliteracy	3
EDU 6339 Bilingual Content Instruction	3
Total	**12**

Upon completion of the coursework, candidates must also pass the Texas Examinations of Educator Standards exam in bilingual education and the Texas Oral Proficiency Test for language proficiency.

English as a Second Language

www.smu.edu/ESLcertification

Preparation for Supplemental Certification. The ESL program includes the four courses that are required for English as a Second Language Certification. In addition to completing the required coursework, candidates must pass the appropriate tests for supplemental certification in Texas.

Students may apply part of the required 12 hours of ESL coursework to the Master of Bilingual Education or M.Ed. program pending acceptance into the program. In accordance with Simmons School policy and procedures, up to 14 credit hours of internal Department of Teaching And Learning credits may be transferred into the M.B.E. or M.Ed. program. Only six hours of external credit can be transferred in from other learning institutions.

Admission Requirements. Applicants must supply the following:

1. A baccalaureate degree from an accredited institution in the United States or proof of equivalent training at a foreign university.

2. An official sealed transcript of academic work in higher education that reflects adequate subject preparation, including an academic major or teaching field and a 3.000 overall GPA. Transcripts from countries outside the U.S. must be accompanied by an official evaluation of the transcript by an SMU-recognized evaluation agency. No copies will be accepted. Applicants not meeting the 3.000 GPA requirement must request an exemption in writing and provide proof of other qualifications, such as long-term experience or expertise in a related specialized field, as a justification for admission.

3. For applicants from countries where the predominant language is not English, official scores (earned within the previous five years) on the TOEFL English language proficiency test administered by the Educational Testing Service or the IELTS English competency test. The minimum TOEFL score for admission is 550 on a pencil-and-paper test or 83 on the Internet-based test. The IELTS

minimum score is 6.5. The M.Ed. program is a part-time program and as such does **not** qualify as a suitable educational experience for an international student on a student visa. As evidence of financial support, foreign students must provide a Certification of Finance Form/Letter of Financial Backing. (This applies to students who are not awarded a scholarship.) This should represent that sufficient money will be available to the applicant to cover all expenses while at the University. This letter may be signed by a parent or sponsor but **must** be certified by a bank. The document must be notarized and on file before the process for visas and passport can proceed.

4. A completed application and a $75 nonrefundable application fee payable to SMU: Department of Teaching and Learning.

5. Three recommendation forms from individuals who can attest to the applicant's academic abilities, teaching abilities and personal qualities. One recommendation should be from a principal or immediate supervisor.

6. A 500- to 750-word written essay on how the student's career goals would be enhanced by realizing the goals of the Department of Teaching and Learning as stated on at www.smu.edu/TeacherEdConceptualFramework. At least three of the four goals must be addressed in the essay. This statement of purpose will be used to evaluate the student's competence in English and ability to think critically.

Certification Requirements. Candidates must complete the following courses and must also pass the ESL Certification exam.

Supplemental Certification in English as a Second Language	*Credit Hours*
EDU 6312 Applied Linguistics	3
EDU 6315 Diverse Learners	3
EDU 6320 Language Teaching Research, Theory, and Practice	3
EDU 6390 Classroom Instruction and Assessment for Language Learners	3
Total	**12**

Gifted Education

www.smu.edu/GiftedCert

Preparation for Supplemental Certification. The Gifted Students Institute (described in this catalog) offers four graduate courses through the Department of Teaching and Learning, which prepare teachers for the Texas Examinations of Educator Standards gifted certification test.

Students may apply part of the required 12 hours of gifted education coursework to the Master of Bilingual Education/gifted plan or M.Ed. program pending acceptance into the plan/program. In accordance with Simmons School policy and procedures, up to 14 credit hours of internal Department of Teaching and Learning credits may be transferred into the M.B.E. or M.Ed. program. Only six hours of external credit can be transferred in from other learning institutions.

The ideal sequence for the required courses is listed below:

EDU 6325 Educating the Gifted and Talented	3
EDU 6397 Growth and Development of the Gifted	3
EDU 6347 Creativity: Theories, Models, and Applications	3
EDU 6388 Curriculum Development for Gifted/Talented Learners	3
Total	**12**

Admission Requirements. Before enrolling in the program for Gifted Education Certification, all students must provide the following:

1. A baccalaureate degree from an accredited institution in the United States or proof of equivalent training at a foreign university.

2. An official sealed transcript of academic work in higher education that reflects adequate subject preparation, including an academic major or teaching field and a 3.000 overall GPA. Transcripts from countries outside the U.S. must be accompanied by an official evaluation of the transcript by an SMU-recognized evaluation agency. No copies will be accepted. Applicants not meeting the 3.000 GPA requirement must request an exemption in writing and provide proof of other qualifications, such as long-term experience or expertise in a related specialized field, as a justification for admission.

3. For applicants from countries where the predominant language is not English, official scores (earned within the previous five years) on the TOEFL English language proficiency test administered by the Educational Testing Service or the IELTS English competency test. The minimum TOEFL score for admission is 550 on a pencil-and-paper test or 83 on the Internet-based test. The IELTS minimum score is 6.5. The M.Ed. program is a part-time program and as such does **not** qualify as a suitable educational experience for an international student on a student visa. As evidence of financial support, foreign students must provide a Certification of Finance Form/Letter of Financial Backing. (This applies to students who are not awarded a scholarship.) This should represent that sufficient money will be available to the applicant to cover all expenses while at the University. This letter may be signed by a parent or sponsor but **must** be certified by a bank. The document must be notarized and on file before the process for visas and passport can proceed.

4. A completed application and a $75 nonrefundable application fee payable to SMU: Department of Teaching and Learning.

5. Three recommendation forms from individuals who can attest to the applicant's academic abilities, teaching abilities and personal qualities. One recommendation should be from a principal or immediate supervisor.

6. A 500- to 750-word written essay on how the student's career goals would be enhanced by realizing the goals of the Department of Teaching and Learning as stated at www.smu.edu/TeacherEdConceptualFramework. At least three of the four goals must be addressed in the essay. This statement of purpose will be used to evaluate the student's competence in English and ability to think critically.

Certification Requirements. Students must pass the Texas Examination of Educator Standards exam to be certified.

Learning Therapy Certificate

www.smu.edu/LearningTherapy

SMU's Learning Therapy program is a 21-hour professional certificate program for individuals interested in working with children or adults who have dyslexia or related written-language learning disorders. Program participants are trained in the structures of written English, multisensory teaching methods, and sequential procedures for teaching written-language skills and learning strategies. The program requires two years of graduate study, extensive practicum teaching hours, seminars and clinical teaching hours. The first 10 credit hours of the program comprise the Practitioner Level Certificate Program. All of the courses are designed to develop the knowledge and skills prescribed by the national Academic Language Therapy Association and the International Multisensory Structured Language Education Council, which accredits courses that prepare individuals in the use of multisensory structured language education programs. The Learning Therapy program also administers the Diagnostic Center for Dyslexia and Related Disorders, which is described in the Client Services section below.

Students who would like to complete the M.Ed. degree program while earning a learning therapy certification should apply to the Master of Education in Reading and Writing program instead of the certification-only program.

Although learning therapy students primarily come from elementary and secondary education, nursing, psychology, speech-language pathology, diagnostics, and counseling, a wide variety of other educational and professional fields may be appropriate backgrounds for the profession.

The Learning Therapy Certificate Program is accredited by International Multisensory Structured Language Education Council. The International Dyslexia Association officially recognizes all IMSLEC accredited programs as meeting IDA Knowledge and Practice Standards for Teachers of Reading.

Admission Requirements. Before enrolling in the Learning Therapy Certificate program, all students must provide the following:

1. A formal application with the $75 nonrefundable application fee.
2. An official transcript from the school that awarded the applicant's baccalaureate degree; the transcript must show both degree status (such as bachelor's degrees completed) and an overall GPA of 3.000 or better.
3. A personal statement of goals that reflects an interest in learning and motivation for becoming an academic language therapist.
4. A written summary of work experience.

Certificate Requirements. Students must successfully complete introductory coursework as well as a minimum of 120 clinical teaching hours during the first year to continue study as a second-year student. If a student lacks any requirement of first-year study, special permission to continue in the program may be granted after a formal review process by the Clinical Teaching Board. The first-year and second-year required courses include the following:

First-year Introductory Courses	10
EDU 6101 Practicum Experience	
EDU 6231 Early Language Development	
EDU 6330 Survey of Dyslexia/Related Learning Disabilities	
EDU 6331 Cognitive and Linguistic Structure of Written Language	
Electives (one from the list below)	
Second-year Advanced Courses	11
EDU 6102, 6103 Practicum Experience	
EDU 6233, 6332, 6333 Advanced Cognitive and Linguistic Structures of Written Language, I, II, III	
Electives (two from the list below)	
Total	**21**

Students must take a minimum of two electives courses (two credit hours) during the program. Elective courses include the following:

EDU 6105 Current Issues in Dyslexia
EDU 6106 Project Read: Written Expression
EDU 6107 Project Read: Story Form
EDU 6109 WorkSmart
EDU 6110 Automaticity and Rate
EDU 6115 Early Language Development: Phonological Awareness
EDU 6116 Procedures and Measures for Assessing Students for Dyslexia
EDU 6117 Project Read: Report Form
EDU 6118 Characteristics of Dyslexia
EDU 6134 Survey of Learning Strategies, Study Skills

Master Teacher Programs

The state of Texas, through the State Board for Educator Certification, offers two Master Teacher programs for experienced teachers who are interested in serving as resource specialists and teacher leaders both to students and to other educational colleagues. The certification is offered by SBEC, not by the University, and is based on the University's recommendation and a satisfactory score on the respective master teacher Texas Examinations of Educator Standards.

Universities offering these programs must be approved by SBEC and must have programs aligned with the competencies tested on the various certification examinations. In keeping with the goal of the Simmons School to develop teacher leaders and to lead in research-based instruction, SMU been approved by SBEC to offer programs in math (www.smu.edu/MMT) and reading (www.smu.edu/MRT). The course competencies in both programs are based on the Texas Essential Knowledge and Skills and Texas Assessment of Knowledge and Skills standards. Instruction in the courses is grounded in the latest research in mathematics and reading. In each program, state master teacher standards are fully integrated into coursework through demonstrations and participation. Students should expect hands-on fieldwork in each of the programs. The graduate-level courses provide content and pedagogy at a high level for serious students who want to increase their expertise in one or more of these content areas.

SMU offers programs of study for the master mathematics teacher and the master reading teacher. Each program consists of four three-hour credit courses, with the master reading teacher requiring an additional two hours of field experience courses. Educators may choose a nondegree program for certification only, or the credit hours can be applied to the specialization requirement of the M.Ed. degree, pending the student's acceptance into the M.Ed. program. In accordance with Simmons School policy and procedures, up to 14 credit hours of internal Department of Teaching and Learning credits may be transferred into the M.Ed. program. Only six hours of external credit can be transferred in from other learning institutions. Admission to a Master Teacher program does not guarantee admission to the master's degree program. Alternatively, educators initially admitted to the M.Ed. program may select courses from the Master Teacher programs as electives.

The Master Teacher programs are for teachers with three or more years of experience. Individuals with fewer than three years of experience cannot be formally recommended until they meet this requirement. To register for any master teacher TExES exam, a student must have completed the coursework satisfactorily, earning a grade of *B* or better in each course, must have the recommendation of the faculty for one of the University's Master Teacher programs, and must take and pass the SMU Qualifying Exam in his/her content area before receiving approval to take the state examination. This recommendation certifies that the student has met all the standards and satisfied the requirements of the approved programs. Students earning a passing grade on the examinations receive the appropriate certification.

Admission Requirements. Before enrolling in the master teacher courses, students must provide the following:

1. A baccalaureate degree from an accredited institution in the United States or proof of equivalent training at a foreign university.
2. An official sealed transcript of academic work in higher education that reflects adequate subject preparation, including an academic major or teaching field and a 3.000 overall GPA. Transcripts from countries outside the U.S. must be accompanied by an official evaluation of the transcript by an SMU-recognized evaluation agency. No copies will be accepted. Applicants not meeting the 3.000 GPA requirement must request an exemption in writing and provide other qualifications, such as long-term experience, expertise in a related specialized field or a satisfactory GRE graduate school entry exam core, as a justification for admission.
3. For applicants from countries where the predominant language is not English, official scores (earned within the previous five years) on the TOEFL English language proficiency test administered by the Educational Testing Service or IELTS English competency test. The minimum score on the Internet-based TOEFL test is 92. The IELTS minimum score is 6.5. The M.Ed. program is a part-time program and as such does **not** qualify as a suitable educational experience for an international student on a student visa. As evidence of financial support, foreign students must provide a Certification of Finance Form/Letter of Financial Backing. (This applies to students who are not awarded a scholarship.) This should represent that sufficient money will be available to the applicant to cover all expenses while at the University. This letter may be signed by a parent or sponsor but **must** be certified by a bank.

The document must be notarized and on file before the process for visas and passport can proceed.

4. A completed application and a $75 nonrefundable application fee payable to SMU: Department of Teaching and Learning.
5. Three recommendation forms from individuals who can attest to the applicant's academic abilities, teaching abilities and personal qualities. One recommendation should be from a principal or immediate supervisor.
6. A 500- to 750-word written essay on how the student's career goals would be enhanced by realizing the goals of the Department of Teaching and Learning, as stated at www.smu.edu/TeacherEdConceptualFramework. At least three of the four goals must be addressed in the essay. This statement of purpose will be used to evaluate the student's competence in English and ability to think critically.

Program Courses. Specific courses for each Master Teacher program are as follows:

Master Mathematics Teacher (12 hours)
EDU 6379 Numerical Reasoning: Numbers and Operations
EDU 6380 Algebraic Reasoning and Pattern
EDU 6381 Geometry and Measurement
EDU 6382 Everyday Mathematics: Probability and Data Analysis

Master Reading Teacher (14 hours)
EDU 6340 Literacy Acquisition
EDU 6141 Literacy Practicum I (taken concurrently with EDU 6340)
EDU 6363 Advanced Literacy Development
EDU 6142 Literacy Practicum II (taken concurrently with EDU 6363)
EDU 6323 Literacy Assessment
EDU 6311 Literacy Consultation

Contact Information

Graduate Teacher Certification Programs
PO Box 750455
Dallas TX 75725-0455
214-768-2346

Professional Development

The school has a distinguished history of offering special workshops, lectures and seminars that address issues of social and scholarly import. Most are noncredit, but some offer graduate or undergraduate credit. Two of the most popular are described below; the website has information on all current offerings.

Advanced Placement Summer Institute

Advanced Placement and Pre-AP teachers explore the latest methods and curriculum topics in AP education during SMU's AP Summer Institute. All of the four-day AP institute workshops are taught by master teachers endorsed by the College Board, and many are supplemented by special lectures delivered by guest speakers from the SMU faculty.

Music Educators Summer Workshop

Both noncredit and credit workshops are available. Students who elect to earn graduate credit may be able to apply that credit to either SMU's Master of Music in Music Education program or SMU's M.Ed. program. Additional information is available at www.smu.edu/Meadosw/AreasOfStudy/Music ("Workshops and Special Programs" link).

Contact Information

Advanced Placement Summer Institute
PO Box 750382
Dallas TX 75275-0382
214-768-7245
www.smu.edu/AdvancedPlacement

Music Educators Summer Workshop
PO Box 750356
Dallas TX 75725-0356
214-768-3765

Client Services

The Diagnostic Center for Dyslexia and Related Disorders

www.smu.edu/reading

The Learning Therapy program administers the Diagnostic Center for Dyslexia and Related Disorders, which was established in response to a community need for assessment services for ages 5 through adult. The center evaluates disorders related to learning (pre-reading skills, auditory processing, visual processing, phonological processing, reading and spelling acquisition, written expression, dysgraphia, and mathematics). The center is dedicated to providing comprehensive initial and follow-up evaluation services and appropriate medical, psychological, and educational referrals and recommendations to children, adolescents and adults who are at risk for dyslexia or other learning differences.

Comprehensive initial evaluation services are available to individuals who are seeking a differential diagnosis. In addition, re-evaluation services are available to individuals who have previously been diagnosed with dyslexia or other learning disabilities but require a follow-up evaluation and diagnosis to continue receiving remediation and/or accommodations. Based on evaluation results, the center helps clients secure appropriate remediation and/or accommodations (such as a time-modified SAT or ACT test) and provides medical, audiological and/or psychological referrals if warranted. In addition, clients and/or parents are provided with explicit learning or attention strategies directly related to the area of disability.

Contact Information

The Diagnostic Center for Dyslexia and Related Disorders
5236 Tennyson Pkwy., Suite 108
Plano TX 75024
214-768-7323

The Center for Child and Community Development

www.smu.edu/CCCD

The Center for Child and Community Development is dedicated to the cognitive, affective/social and cultural development of children in ethnically diverse communities. With both a national and international reach, the center serves this mission through the provision of research-related educational programs and services to schools, families and community organizations.

Contact Information

The Center for Child and Community Development
Expressway Towers
6116 N. Central Expressway, Ste. 906
Dallas TX 75206
214-768-1379

The Budd Center: Involving Communities in Education

www.smu.edu/CCE

The mission of the Budd Center: Involving Communities in Education is to close the education gap in low-income communities by providing coordinated resources to support schools and teaching and by using data to promote students' academic success. The center has four core strategies:

- Hands-on work in low-income communities.
- Research and evaluation by faculty and students.
- Collaboration with local and regional education reform efforts.
- Contributions nationwide to the practice of education transformation.

Contact Information

The Budd Center: Involving Communities in Education
Expressway Towers
6116 N. Central Expressway, Ste. 1410
Dallas TX 75206

DEPARTMENT OF EDUCATION POLICY AND LEADERSHIP

www.smu.edu/EdPolicyLeader

Clinical Associate Professor Lee Alvoid, **Department Chair**

Professors: Akihito Kamata, Michael McLendon. **Associate Professors:** Leanne Ketterlin Geller, Michael Harris. **Assistant Professors:** Dan Berebitsky, Meredith Richards. **Clinical Professors:** Gail Hartin, Lori S. White. **Clinical Associate Professors:** Watt Lesley Black, Jr., Rosemary Perlmeter. **Clinical Assistant Professors:** S. Kiersten Ferguson, Milan Sevak. **Research Assistant Professor:** Chalie Patarapichayatham.

Department Information

The Department of Education Policy and Leadership cultivates and supports leaders and researchers who seek to improve educational outcomes and the cultures of learning in schools, colleges and educational systems through leadership development, scholarship and service.

Coursework and systematic applications of knowledge are designed to ensure that the education leaders of tomorrow acquire expertise in developing and supporting effective teachers and other education service providers; selecting and implementing effective curricula and instructional programs; and identifying, implementing and sustaining effective organizational practices to ensure high levels of student learning and achievement. In service to this mission, the department offers an M.Ed. in educational leadership; three strands are available: accelerated school leadership, urban school leadership and higher education. The department is also dedicated to the preparation and continued education of education policy leaders. The department seeks to improve the quality and rigor of education policy research, policy development and analysis, and to encourage and facilitate the translation of research into policy and practice at local, state, national and international levels.

Doctor of Philosophy in Education. The Ph.D. in education is a schoolwide degree. Currently three areas of emphasis are available within this degree: teaching and learning, education policy and leadership, and applied physiology. For more information on this degree, students should see the description of the Ph.D. program in this catalog or online at www.smu.edu/EducationPhD.

Master of Education in Educational Leadership

Accelerated School Leadership Program

(Includes Principal Certification)

This master's degree in educational leadership is designed to prepare educators for leadership positions in early childhood through grade 12 schools, including public, charter, private, secular and religious schools. Through study and research in the areas of organizational leadership, academic leadership and teacher effectiveness, graduates of the program will be well prepared to develop and support effective teachers; select and implement effective curricula and instructional programs; and identify, implement and sustain effective organizational practices. The M.Ed. in educational leadership curriculum is designed in accordance with certification requirements established by the state of Texas and is consistent with national standards and empirical evidence on effective school leadership knowledge and skills.

To this end, the program has the following unique features: a comprehensive academic leadership component that comprises five courses focused on the core domains of instruction (including mathematics, literacy, science, social studies and

world languages) as well as special programs such as fine arts and special education, field-based projects (internship experiences) integrated throughout the program, courses and projects that mirror the cycle of a typical school year, a quarter system that enables students to complete the M.Ed. program in 13 months as part of a cohort model, and attention given to ensuring that all graduates have the knowledge and skills to evaluate the effectiveness of their leadership on the schools in which they serve. A significant emphasis is placed on preparing students to assess the evidentiary basis of different organizational and management models, education reform models, instructional programs and tools being considered for their respective schools, and implementation models and strategies to determine known or potential impact on student learning and achievement. Each course provides a context for the integration of this knowledge with the academic content being learned and applied.

Admission Requirements. Admission is based on the following criteria:

1. A baccalaureate degree from an accredited institution.
2. A minimum undergraduate GPA of 3.000 (on a 4.000 scale). Applicants not meeting this requirement must provide proof of other qualifications, such as long-term experience or expertise in a related specialized field, as justification for consideration for admission.
3. Scores from the verbal, quantitative and analytical writing sections of the GRE graduate school entry exam, taken within the last five years. The institution code is 7464 for the Simmons School. For the GRE taken prior to August 1, 2011, preferred scores are 500 or higher for the quantitative reasoning section, 500 or higher for the verbal reasoning section, and 4.5 or higher for the analytical writing section. For the GRE taken after August 1, 2011, preferred scores are 144 or higher for the quantitative reasoning section, 153 or higher for the verbal reasoning section, and 4.5 or higher for the analytical writing section.
4. A valid Texas teacher certification.
5. Two years' teaching experience in an accredited public, private or charter school.
6. For applicants from countries where the predominant language is not English, official scores on the TOEFL English language proficiency test administered by the Educational Testing Service. The minimum score for admission is an 83 on the Internet-based test.
7. Recommendations and evidence of a high degree of support from the school of employment.
8. Evidence of leadership capacity and demonstration of a leadership role in the applicant's school.

While applicants may request consideration for transfer of up to six hours of graduate credit, students should note that this is a cohort program with a tightly structured and integrated design, and it is not likely that traditional three-hour courses will be accepted for transfer. Requests for transfer credit are evaluated on a case-by-case basis. Students need to submit a transfer request as soon as they are accepted into the program in order to be considered. Only courses with a grade of *B* or above can be transferred. Generally, no credit is allowed toward the master's degree for courses taken more than six years before acceptance into the program.

Any exceptions to the requirements and policies stated above must have the approval of the dean of the Simmons School of Education and Human Development.

Program Structure. This 40-credit-hour program is designed for working professionals and can be completed within 13 months. Students begin the program in the summer as part of a cohort, taking courses in a prescribed sequence that includes three courses offered during the initial summer, followed by two seven-week modules offered during the fall, two seven-week modules offered during the spring and one four-week module offered during the final summer. Candidates for Principal Certification must take and pass the TExES Principal Certification Exam and required state assessments in EDU 6140.

Accelerated School Leadership Program (1-year program)	*Credit Hours*
EDU 6140 Instructional Leadership Development	1
EDU 6240 Legal and Ethical Aspects of Leadership	2
EDU 6241 Organizational Behavior	2
EDU 6242 Academic Leadership: Literacy and Language Arts	2
EDU 6243 Field Studies 1	2
EDU 6244 Organizational Leadership	2
EDU 6245 Leading Organizational Change	2
EDU 6246 Academic Leadership: Math and Science	2
EDU 6247 Field Studies 2	2
EDU 6248 Academic Leadership: Fine Arts/PE/CATE	2
EDU 6249 Academic Leadership: World Languages/Social Studies	2
EDU 6250 Leadership Coaching Development	2
EDU 6251 Field Studies 3	2
EDU 6252 Academic Leadership: Special Populations	2
EDU 6253 Personal and Professional Development	2
EDU 6254 Student Services	2
EDU 6375 Leading With Values	3
EDU 6391 Collaborative Leadership	3
EDU 6393 Portfolio Seminar	3
Total	**40**

Urban School Leadership Specialization

(Includes Principal Certification)

The M.Ed. in educational leadership with urban school specialization is designed to prepare candidates for leadership positions in urban schools. The program is designed to take a competency and experiential approach to educational leadership that emphasizes the unique and complex challenges leaders face in urban schools. This highly selective program seeks candidates who are committed to increasing social equity through public education.

Benefits of the program include Texas Principal Certification, practical experience with an emphasis on action learning, a second-year residency on an urban campus, mentoring supported by a successful school principal and an emphasis on organizational leadership featuring SMU Cox Business School faculty. Substantial scholarship support for virtually all students ensures the affordability of this program. Because scholarship availability is significant, a contract of commitment to work a specified amount of time in an urban school setting is required of candidates upon acceptance into and completion of the program.

Admission Requirements. Admission is based on the following criteria:

1. A baccalaureate degree from an accredited institution.
2. A minimum undergraduate GPA of 3.000 (on a 4.000 scale). Applicants not meeting this requirement must provide proof other qualifications, such as long-term experience or expertise in a related specialized field, as justification for consideration for admission.
3. Scores from the verbal, quantitative and analytical writing sections of the GRE graduate school entry exam, taken within the last five years. The institution code is 7464 for the Simmons School.
4. A valid Texas teacher certification.
5. Two years' teaching experience in an accredited public, private or charter school.
6. For applicants from countries where the predominant language is not English, official scores on the TOEFL English language proficiency test administered by the Educational Testing Service. The minimum score for admission is an 83 on the Internet-based test.
7. Recommendations and evidence of a high degree of support from the school of employment.
8. Evidence of leadership capacity and demonstration of leadership role in the applicant's school.

While applicants may request consideration for transfer of up to six hours of graduate credit, students should note that this is a cohort program with a tightly structured and integrated design, and it is not likely that traditional three-hour courses will be accepted for transfer. Requests for transfer credit are evaluated on a case-by-case basis. Students need to submit a transfer request as soon as they are accepted into the program in order to be considered. Only courses with a grade of *B* or above can be transferred. Generally, no credit is allowed toward the master's degree for courses taken more than six years before acceptance into the program. Any exceptions to the requirements and policies stated above must have the approval of the dean of the Simmons School of Education and Human Development. Finalists for the Urban Leadership program also participate in in-depth screening interviews and situational problem-solving activities prior to final admission decisions.

Program Structure. This 36-hour degree program is designed for working professionals and can be completed in two years (including two summer sessions). Students take courses in a prescribed sequence through two seven-week modules in the fall, two seven-week modules in the spring, and a four-week module during the first summer of enrollment and a two-week module during the second summer of enrollment. During the fall and spring academic terms, classes meet Wednesday evenings and Saturdays. **Note:** Some classes meet all day on Saturdays. Summer session classes meet four or six days per week, with the exception of residency and preresidency classes, which meet on an as-needed basis. Many courses are shared with the Master in Educational Leadership Principal Certification program, with modifications for knowledge, skills and dispositions needed in urban school settings. Candidates for Principal Certification must take and pass the TExES Principal Certification exam and required state assessments in EDU 6140.

The second year is a campus-based residency (12 credit hours) where candidates are paired with a mentor principal and clinical faculty member. Candidates gain

experience and apply their skills in an urban setting, while receiving support, coaching and feedback that prepares them for a principal position.

Urban Leadership Program (2-year program)	*Credit Hours*
EDU 6140 Instructional Leadership/PDAS	1
EDU 6240 Law and Ethics of School Leadership	2
EDU 6241 Organizational Behavior	2
EDU 6252 Special Populations	2
EDU 6254 Student Culture and Support	2
EDU 6255 Experiential Field Studies	2
EDU 6266 Performance Standards and Goals	2
EDU 6267 Instructional Leadership: Program Management and Evaluation	2
EDU 6269 Leading Change	2
EDU 6270 Instructional Leadership: Data Planning and School Improvement	2
EDU 6272 Strategic Human Capital	2
EDU 6375 Leading with Values	3
EDU 6395 Urban School Residency	12
Total	**36**

Higher Education Specialization

The M.Ed. degree in educational leadership with a specialization in higher education prepares students for leadership positions in colleges and universities. Students enrolled in the program complete the program through two-credit-hour courses, offered in two seven-week modules, as well as three credit-hour classes. Candidates have the option of pursuing the degree on a full-time basis to complete in two years or a part-time schedule to complete in no more than five years. A final comprehensive examination is offered each spring term prior to May graduation.

Admission Requirements. Admission is based on the following criteria:

1. A baccalaureate degree from an accredited institution.
2. A minimum undergraduate GPA of 3.000 (on a 4.000 scale). Applicants not meeting this requirement must provide proof of other qualifications, such as long-term experience or expertise in a related specialized field, as justification for consideration for admission.
3. Scores from the verbal, quantitative and analytical writing sections of the GRE graduate school entry exam, taken within the last five years. The institution code is 7464 for the Simmons School. For the GRE taken prior to August 1, 2011, preferred scores are 500 or higher for the Quantitative Reasoning section, 500 or higher for the Verbal Reasoning section, and 4.0 or higher for the Analytical Writing section. For the GRE taken after August 1, 2011, preferred scores are 151 or higher for the Quantitative Reasoning section, 151 or higher for the Verbal Reasoning section, and 4.0 or higher for the Analytical Writing section.
4. For applicants from countries where the predominant language is not English, official scores on the TOEFL English language proficiency test administered by the Educational Testing Service. The minimum score for admission is an 83 on the Internet-based test.

5. Three letters of recommendation from academic and/or professional references.
6. An essay and writing sample.

Generally, no transfer credit is allowed toward the master's degree. Any exceptions to the requirements and policies stated above must have the approval of the academic adviser and department chair.

Program Structure. The M.Ed. with a specialization in higher education is a 36-hour degree program that can be completed in one of two plans: a two-year full-time plan or a part-time plan.

Higher Education Program	*Credit Hours*
EDU 62XX The College Student	2
EDU 6243 Field Studies 1	2
EDU 6256 Legal Issues in Higher Education	2
EDU 6258 The Politics of Difference	2
EDU 6263 Faculty and Academic Governance	2
EDU 6273 Special Topics	2
EDU 6273 Special Topics	2
EDU 6274 Student Development Theory	2
EDU 6279 Student Affairs	2
EDU 6306 Leadership in Higher Education	3
EDU 6374 Interpreting Educational Research	3
EDU 6376 Public Policy and Higher Education	3
EDU 6392 Foundations and History of Higher Education	3
EDU 6394 Emerging Issues in Higher Education	3
EDU 6396 Higher Education Finance	3
Total	**36**

Contact Information

Department of Education Policy and Leadership
Southern Methodist University
PO Box 750114
Dallas TX 75275-0114
Phone: 214-768-3354
Fax: 214-768-4313
Email: edleader@smu.edu
www.smu.edu/EdPolicyLeader

DEPARTMENT OF DISPUTE RESOLUTION AND COUNSELING

www.smu.edu/resolution

Clinical Associate Professor B. Harold Barkley, Jr., **Department Chair**

Clinical Associate Professors: Thomas Hartsell, Gay McAlister, Edita Ruzgyte, Misty Solt. **Clinical Assistant Professors:** Margaret Keeling, John Potter, Brandy Schumann. **Lecturers:** Robert Barner, Betty Iglesias Gilmore.

Department Information

The Department of Dispute Resolution and Counseling comprises programs that share a focus on the resolution of problems, from personal conflicts that could benefit from the guidance of professional counselors to interpersonal conflicts that require the intervention of professional mediators. These programs – which include a Master of Arts in Dispute Resolution, a graduate certificate in dispute resolution and an M.S. in counseling – offer the education and tools that allow practitioners to resolve problems. Dispute resolution and counseling classes are delivered over 10-week terms offered during the fall and spring and a five-week term offered during the summer.

Master of Arts in Dispute Resolution

Betty Gilmore, **Director**

During the spring of 2006, SMU became the first university in the Southwest to offer an interdisciplinary master's degree in dispute resolution. The M.A.D.R. degree emphasizes the development of skills vital to the resolution of disputes in business, domestic, education, public policy, religious, legal and healthcare settings. The program's quality and uniqueness stem, in significant measure, from its multidisciplinary approach to conflict management and its commitment to integrating ethics throughout the curriculum. Rooted in the social and behavioral sciences, the faculty and curriculum integrate such diverse fields as psychology, law, sociology, public policy and economics.

The master's curriculum provides a greater depth of study than the certificate program in dispute resolution, as described below. It also offers additional specialization of skills and a level of professional scholarship that allow graduates to contribute to as well as practice in the profession. Students are able to practice and refine their resolution skill sets through fieldwork in the program's Mediation Clinic (described in the Client Services section below). Corporate internships, offered in some of the Dallas-Fort Worth area's largest companies, also provide opportunity for professional practice.

Admission Requirements

Applicants to the M.A.D.R. program must submit the following:

1. A baccalaureate degree from an accredited institution of higher education.
2. Official undergraduate transcripts from all institutions of higher education previously attended.
3. Three letters of recommendation.
4. A 250-word essay explaining why the applicant wants to study dispute resolution.
5. A minimum undergraduate GPA of 2.750 (on a 4.000 scale). If the GPA is lower than 3.000, the applicant must submit acceptable GRE graduate school

entry exam, LSAT law school aptitude test or Miller Analogies graduate school admission test scores and interview with the center director or associate director.

6. If applying to the master's program after completing the graduate certificate program in dispute resolution, a 3.500 GPA from the certificate program and compliance *with all other admission requirements.*

Degree Requirements

The M.A.D.R. program requires the completion of 42 credit hours in human development dispute resolution, 18 of which are required and 24 of which are electives chosen from the entire pool of HDDR courses.

Graduate Certificate Program in Dispute Resolution

SMU's 21-credit-hour Dispute Resolution Graduate Certificate program offers classroom instruction in the practical application of principles and techniques under the guidance of a master instructor. Through interdisciplinary study, students learn formal conflict management skills in negotiation, mediation, domestic relations and dispute resolution to achieve improved relationships among individuals and organizations.

Students gain theoretical and practical knowledge that is applicable in both social and psychological environments. They learn the art of negotiation, problem-solving, mediation, arbitration, systems design, team building, executive coaching and many other applications of dispute resolution. The program incorporates active role-playing from varied aspects of human relationships in order to engage students in class participation and also provides the skill and training necessary to become adept at the art of conflict resolution.

Completion of HDDR 6303 satisfies the Texas statutory requirement for being a court-connected mediator. Some courses are also approved for continuing education unit credits. SMU provides the necessary documentation upon request.

Admission Requirements

Before enrolling in the Dispute Resolution Graduate Certificate Program, all students must provide the following:

1. A completed application.
2. Proof of the completion of a baccalaureate degree from an accredited college or university.
3. An official undergraduate transcript.

Certificate Requirements

The Certificate in Dispute Resolution requires completion of 21 graduate credit hours, nine hours of which are required and 12 of which are electives chosen from the entire pool of HDDR courses. The required courses are HDDR 6319, 6302 and 6303. The electives principally offer focused study in subspecialties of dispute resolution and include descriptive readings, observations, simulated exercises and discussion.

Required Courses for Master's Degree and Certificate Program

HDDR 6319 Psychology of Conflict
HDDR 6302 Negotiation and Dispute Resolution
HDDR 6303 Mediation and Dispute Resolution

Additional Required Courses for Master's Degree

HDDR 6305 Foundations of American Legal Systems
or **HDDR 6315** Communication and Dispute Resolution
HDDR 6307 Practicum *or* **HDDR 6322** Corporate Internships
HDDR 6310 Research Methods

Electives by Area

General Application

HDDR 6304 Arbitration and Dispute Resolution
HDDR 6306 Ethics in Dispute Resolution
HDDR 6311 Techniques and Skills in Mediation (multiple subtopics)
HDDR 6312 Advanced Negotiation
HDDR 6313 Advanced Mediation
HDDR 6315 Communication and Dispute Resolution
HDDR 6316 Decision Theory
HDDR 6317 Online Dispute Resolution
HDDR 6318 Finance and Property
HDDR 6319 Psychology of Conflict
HDDR 6320 Selected Topics in Dispute Resolution
HDDR 6323 Engaging in Conflict
HDDR 6324 Advanced Engaging in Conflict

Legal Concentration

HDDR 6330 Criminal Justice and Dispute Resolution
HDDR 6331 Domestic Relations (Family Mediation)
HDDR 6332 Family Law
HDDR 6333 Advanced Family Mediation
HDDR 6334 Personal Injury and Dispute Resolution
HDDR 6335 American Legal Systems II
HDDR 6336 Selected Topics in Legal Dispute Resolution

Organizational Concentration

HDDR 6340 Business and Corporate Dispute Resolution
HDDR 6341 Employment Law
HDDR 6342 Human Resource Management
HDDR 6343 Insurance and Dispute Resolution
HDDR 6344 Organizational Change Management
HDDR 6345 Integrating Conflict Resolution Theory
HDDR 6346 Organizational Consulting Skills
HDDR 6347 Systems Design in Dispute Resolution
HDDR 6348 Team Building Theory and Practice
HDDR 6349 Advanced Executive Coaching
HDDR 6350 International Organizational Consulting and Collaboration
HDDR 6351 Workplace Conflict
HDDR 6352 Selected Organizational Topics
HDDR 6353 Generational Conflict

Social Service Concentration

HDDR 6360 Counseling and Interviewing
HDDR 6361 Cross Cultural and Gender Negotiation
HDDR 6362 Education and Dispute Resolution

HDDR 6363 Health Care and Dispute Resolution
HDDR 6364 International Conflict Management
HDDR 6365 Public Policy and Dispute Resolution
HDDR 6366 Religion and Dispute Resolution
HDDR 6367 Selected Topics in Social Service Dispute Resolution

Field and Clinical Experiences

HDDR 6108 Practicum II
HDDR 6109 Practicum III
HDDR 6121 Independent Study
HDDR 6122 Professional Seminar I
HDDR 6123 Professional Seminar II
HDDR 6124 Professional Seminar III
HDDR 6221 EEOC Internship
HDDR 6222 Independent Study
HDDR 6223 School Internship
HDDR 6322 Independent Study/Corporate Internships

Study Abroad

During the five-week summer term, students may earn credit toward the certification or master's program by completing coursework at off-site venues such as Italy, Dublin, Jerusalem and India.

Client Services:
SMU-in-Plano Mediation and Conflict Resolution Services

www.smu.edu/ADRservices

Mediation and arbitration services are available to parties involved in a dispute. Dispute Resolution Program alumni, faculty, current students with at least 200 hours of training, as well as alternative dispute resolution professionals within the community serve as volunteer mediators.

Parties may use SMU conflict resolution services whether or not a lawsuit is filed, either by contacting SMU directly or in compliance with an order from the court. Mediation is a process that helps disputants resolve a problem and reach a solution that is mutually agreeable. Those in dispute remain in control of the outcome by crafting an agreement with the help of a mediator. In arbitration, the disputants control the process by presenting their case informally under rules of procedure they determine, but the arbitrator determines the outcome. Both mediation and arbitration are confidential.

Contact Information

Dispute Resolution, Master's Degree and Graduate Certificate
5228 Tennyson Pkwy., Suite 118
Plano TX 75024
972-473-3435
www.smu.edu/resolution

SMU-in-Plano Mediation and Conflict Resolution Services
5228 Tennyson Pkwy., Suite 213
Plano TX 75024
972-473-3486
www.smu.edu/adrservices

Dispute Resolution Courses (HDDR)

HDDR 6108 (1). PRACTICUM II. Continued exposure to actual court-annexed mediation referrals from area courts. Students will do a minimum of two mediations.

HDDR 6109 (1). PRACTICUM III. Continued exposure to actual court-annexed mediation referrals from area courts. Students will do a minimum of two mediations.

HDDR 6121 (1). INDEPENDENT STUDY. Faculty-guided research or experiential work that expands on the dispute resolution curriculum.

HDDR 6122 (1). PROFESSIONAL SEMINAR I. Credit work on a special topic.

HDDR 6123 (1). PROFESSIONAL SEMINAR II. Credit work on a special topic.

HDDR 6124 (1). PROFESSIONAL SEMINAR III. Credit work on a special topic.

HDDR 6222 (2). INDEPENDENT STUDY. Faculty-guided research or experiential work that expands on the dispute resolution curriculum.

HDDR 6302 (3). NEGOTIATION AND DISPUTE RESOLUTION. Introduces contemporary theories of negotiation. Students develop practical skills through simulation exercises.

HDDR 6303 (3). MEDIATION AND DISPUTE RESOLUTION. Examines the function, process, and theory of mediation, in which a neutral third party facilitates the resolution of disputes. Participants gain a functional knowledge of the practice of mediation through lecture, discussion, video simulations, interactive exercises, and role-playing. Satisfies the Texas statutory requirement for mediators. *Prerequisite:* HDDR 6302 is recommended but not required.

HDDR 6304 (3). ARBITRATION AND DISPUTE RESOLUTION. Covers the arbitration process and the discipline necessary to hear and render decisions. Arbitration is intended to avoid the formalities, delay, expense, and uncertainty involved in litigation.

HDDR 6305 (3). FOUNDATIONS OF THE AMERICAN LEGAL SYSTEM. The structure and procedures of the U.S. court system, with a focus on the ways alternative dispute resolution methods augment, coordinate, and sometimes clash with the goals of traditional litigation. Students learn legal concepts and terminology essential to successfully working within the field of dispute resolution. Introduction to basic legal skills, including legal reasoning and interpretation of case law, statutes, and administrative codes, and a primer on research materials and tools used by judges and lawyers to evaluate the merits of a legal dispute.

HDDR 6307 (3). PRACTICUM I. This course combines advanced classroom instruction in mediation with observations of courtroom proceedings and mediation, culminating with students participating in joint mediation of real conflicts. *Prerequisites:* HDDR 6302, 6303, 6305, 6310, 6319.

HDDR 6310 (3). RESEARCH METHODS. This course provides students with a fundamental understanding of research methods, allowing them to be discerning consumers of literature in the dispute resolution field and empowering them to judge for themselves the value, validity, and reliability of studies they read. Students learn sound research design, inference from data to conclusions, and the assumptions underlying various methods.

HDDR 6311 (3). TECHNIQUES AND SKILLS IN MEDIATION. Expansion of HDDR 6303, with particular emphasis on advancing mediation skills and providing in-depth exploration and analysis into alternate, often advanced, techniques for dispute resolution professionals.

HDDR 6312 (3). ADVANCED NEGOTIATION. Examines the dynamics, constraints, and skills needed in the negotiation process. Studies current literature on the theories of negotiation and uses simulated exercises to teach specific techniques. Participants develop the skills needed to negotiate effectively for their vital interests and to choose among a range of procedural options. Course content is drawn from the fields of law, psychology, business, and communication. *Prerequisites:* HDDR 6302, 6319.

HDDR 6313 (3). ADVANCED MEDIATION. Continuation of HDDR 6303, in which students gained a basic understanding of the most prominent dispute resolution process – mediation. This course provides an in-depth examination of important issues in mediation practice, such as convening, multiparty mediation, mediator bias, mediator ethics, and mediator qualifications. Highly interactive, the course moves far beyond introductory lectures and simple role-playing. *Prerequisites:* HDDR 6302, 6303, 6307.

HDDR 6315 (3). COMMUNICATION AND DISPUTE RESOLUTION. Focuses on human communication in the context of conflict. Addresses the challenges of effective communication

and its role in resolving conflict. Attention is paid to the most effective methods of communication used in dealing with differences, particularly methods used by dispute resolution professionals in the processes of negotiation and mediation.

HDDR 6316 (3). DECISION THEORY. Examines the use of psychology, neuroscience, behavioral economics, game theory, and statistical analysis in the resolution of disputes by settlement rather than impasse. Participants learn to recognize cognitive biases and to identify factors that correlate significantly with poor quality decisions; participants also learn advanced methods to improve decision-making and problem-solving skills.

HDDR 6317 (3). ONLINE DISPUTE RESOLUTION. Due to challenges of costs, speed, and jurisdiction, courts are not the best choice to handle online disputes. Rapidly expanding e-commerce, the growth in cross-boundary transactions, and the inability of traditional legal processes to deal with disputes arising over the Web have created a need for redress options. ODR connects capable neutrals with parties in ways that bring efficiencies to inefficient online marketplaces. Students examine the development of ODR and the new challenges it poses to neutrals and systems designers. Also, the major providers, administrative agencies, and international organizations currently involved. Includes a series of simulations with state-of-the-art ODR technologies.

HDDR 6318 (3). FINANCE AND PROPERTY. An overview of the financial issues involved in dispute resolution. The current and historical structure of financial relationships and the financial interests among disputing parties are major issues in the dispute resolution areas. Attention is given to understanding various financial factors and developing the skills and tools needed to assess, analyze, design, and facilitate resolutions. This interactive course is designed to be both theoretical and practical, enabling students to apply knowledge and skills directly.

HDDR 6319 (3). PSYCHOLOGY OF CONFLICT. What happens when one party in a conflict wants something that another party resists doing or giving? Conflict can arise in groups, between individuals, and in many different settings. Students study the psychological context of negotiation, personal and social influences on the parties in negotiation, and the impact of these conditions and behaviors on the outcome.

HDDR 6320 (3). SELECTED TOPICS IN DISPUTE RESOLUTION. Variable course content. Students explore topics of interest as related to the general application of dispute resolution.

HDDR 6322 (3). INDEPENDENT STUDY. Off-site corporate internship opportunities for the practical application of dispute resolution training.

HDDR 6323 (3). ENGAGING IN CONFLICT. A challenge for conflict specialists is to address people and situations as they are experienced realistically by the people involved and to subsequently help them deal with each other in a constructive manner. This course prepares students to identify constructive and destructive conflict, to skillfully engage conflict, and to use specific methods to work toward conflict resolution. The course offers advanced techniques and improved abilities to students who find engagement in conflict to be intriguing and rewarding. Students who find engagement in conflict to be frightening gain insight that could help them find the strength to challenge their fears and to face conflict when it arises. Numerous case examples are used to highlight and expand on the readings.

HDDR 6324 (3). ENGAGING IN CONFLICT: ADVANCED STUDIES USING CURRENT EVENTS. Conflict is an unavoidable and essential part of existence in this complex world. This course uses essential models of conflict applied specifically to current events that are timely and coincident with or overlapping time spent in the classroom. Students develop skills and techniques to understand and to learn how they might engage in conflict in a more meaningful manner. They also try to predict what will happen next in the conflicts studied and to learn from whatever occurs as it actually unfolds and is reported in the media. *Prerequisites:* HDDR 6302, 6303, 6319. *Recommended:* HDDR 6367.

HDDR 6325 (3). NEUROSCIENCE: THE ROLE OF THE BRAIN IN EMOTION, COLLABORATION, AND CONFLICT. Provides insight into the critical role that neuroscience plays in conflict, collaboration, and emotion. Explores ways the brain processes decision-making, cognition, compassion, empathy, problem-solving, behavior, and risk. Students learn how instinctual responses can be tempered by connecting these important elements with strategies that utilize various conflict resolution processes.

HDDR 6330 (3). CRIMINAL JUSTICE AND DISPUTE RESOLUTION. Covers the techniques and procedures of conflict resolution as applied to the criminal justice system.

HDDR 6331 (3). DOMESTIC RELATIONS. Delves into the many disputes arising from divorce, child custody, and family violence. This course meets the state requirement to practice divorce mediation in Texas.

HDDR 6332 (3). FAMILY LAW. A survey of the Texas Family Code with particular emphasis on adoption, divorce, modifications, paternity, custody, support, and child care.

HDDR 6333 (3). ADVANCED FAMILY MEDIATION. In-depth exploration of the dispute resolution issues arising in families. Uses case studies on domestic violence, adoption, and other court orders.

HDDR 6334 (3). PERSONAL INJURY. Analyzes the application of dispute resolution to the wrongs or damages done to another, whether to his/her person, rights, reputation, or property.

HDDR 6336 (3). SELECTED DISPUTE RESOLUTION TOPICS. Students explore various topics of interest concerning the dispute resolution field.

HDDR 6340 (3). COMMERCIAL DISPUTE RESOLUTION. Focuses on business and corporate transactions for the use of varied dispute resolution procedures. Special attention is given to multiparty negotiation, contract disputes, sexual harassment, wrongful termination, and Equal Employment Opportunity Commission complaints.

HDDR 6341 (3). EMPLOYMENT LAW. The employer–employee relationship drives the economic engine of society. In this relationship that engages so many significant interests, it is no surprise that serious conflicts occur. Through employment law, legislatures and judges attempt to regulate the complex competing interests of employers and employees. This course covers the most significant statutes and cases that apply to the employment life cycle from recruitment through termination, with an emphasis on the rights and responsibilities of employers and individual employees. Includes at will employment, fair labor standards and pay, discrimination, work conditions, and disability and illness. Collective bargaining is not included.

HDDR 6342 (3). HUMAN RESOURCE MANAGEMENT. A growing specialty is the designation within organizations of a dispute resolution consultant capable of diagnosing and applying conflict resolution approaches. Dispute resolution in the workplace helps to avoid costly and time-consuming litigation. Students examine the major functions typically entrusted to a human resources organization within a business environment, including proper applicant sourcing, knowledge of Equal Employment Opportunity laws and obligations, wage and salary administration, management of employee performance, the disciplinary process, proper investigation of complaints, involuntary terminations, and postseparation activities. Focuses on developing a course of action to identify causes of disputes through model best practices and to resolve such disputes through legally compliant practices.

HDDR 6343 (3). INSURANCE AND DISPUTE RESOLUTION. Dispute resolution specialists learn to handle the multiple forms of insurance issues and conflicts. Students apply procedures that serve as the backdrop for role simulations and the development of specific skills.

HDDR 6344 (3). ORGANIZATIONAL CHANGE MANAGEMENT. Provides a model for organizational change and change management. Students learn the sources of conflict and disruption that accompany traumatic organizational transitions. Includes how the facilitation skills employed in micro-interventions (the facilitation of single teams) must be adapted to meet the facilitation needs of large-scale organizational change projects. Contrasts more traditional problem-solving approaches to change management with those represented by the social constructionist perspective and the use of appreciative inquiry.

HDDR 6345 (3). INTEGRATING CONFLICT RESOLUTION THEORY. Capstone class for dispute resolution students covering ways to integrate multiple approaches, stakeholders, and methods into practical conflict analysis and resolution work. Includes a consideration of the nature of the third party in conflict intervention, the basic goals involved in conflict intervention, and the essential framework in which conflict system design occurs. Discussions and work are structured around the roles interveners can play, goals interveners have for their work, and proposals for concrete action.

HDDR 6346 (3). ORGANIZATIONAL CONSULTING SKILLS. Students will apply dispute resolution skills as either external consultants or internal consultants and business partners. The class introduces the basic core elements of organizational consulting, including establishing trust with clients, establishing expectations of the consulting problems, planning a consulting intervention, and managing a consulting intervention.

HDDR 6347 (3). SYSTEMS DESIGN IN DISPUTE RESOLUTION. Executives in the new millennium are facing an ever-increasing number of organizational disputes in the form of customer complaints, employee grievances, charges of discrimination, contractual disagreements, lawsuits, and unhealthy competition within and between work groups. Organizations often handle these conflicts on a case-by-case basis or with adversarial approaches that can escalate the situation and result in expensive solutions later on. Effective dispute resolution systems offer a constructive approach to managing a wide range of organizational conflicts, and provide an integrative and comprehensive way to minimize conflict and resolve disputes when they arise.

HDDR 6348 (3). TEAM-BUILDING THEORY AND PRACTICE. Introduces team performance models and explores research regarding the structural and interpersonal factors that impact teams. Students diagnose team performance issues and dysfunctional dynamics through application of a five-step model and address challenges within work teams.

HDDR 6349 (3). THE ROLE OF THE OMBUDSMAN IN ORGANIZATIONAL CONFLICT. Organizations implement ombuds programs to address workplace conflict. This course explores ombuds programs as essential components of an integrated dispute resolution system. It covers the history and development of the ombuds profession, theoretical and practical concepts, professional standards of practice, ethics, legal, and regulatory considerations, while acknowledging individual, group, and systemic issues that contribute to conflict. Students learn practical skills and strategies that are unique to the ombuds practice and review conflict management skills. Through lecture, discussion, interactive exercises, role-playing, and case studies, participants gain a functional knowledge of the ombuds practice and profession.

HDDR 6350 (3). INTERNATIONAL ORGANIZATIONAL CONSULTING AND COLLABORATION. Introduces the processes and approaches that have been successfully used by both U.S. and international consultants and organizations to build and sustain organizational collaboration. While many national cultures share a common interest in building collaborative work environments, the approaches and techniques used vary greatly by country and national culture. What works for U.S. domestic organizations is not always applicable to international organizations or those based in other countries. Provides students with maximum exposure to international best practices.

HDDR 6351 (3). WORKPLACE CONFLICT. This course provides an introduction to the sources and causes of conflict within business organizations, and explains some of the implementation issues, such as working with multiple and often polarized senior stakeholders, that must be addressed when implementing mediation and conflict resolution services within business settings. Exercises and case studies are used to help students assess workplace conflicts, and to determine the most effective processes for applying dispute resolution support to business clients.

HDDR 6352 (3). SELECTED ORGANIZATIONAL TOPICS. With variable course content, students will explore topics of interest as related to the organizational concentration of dispute resolution.

HDDR 6353 (3). GENERATIONAL CONFLICT. An extensive study of the concepts of conflict management directly addressing generationally generated conflict. Pays particular attention to generational theory and systems theory, applying dispute resolution skills and principles to these common problems. Introduces the culture of conflict in the workplace that develops between employees from different generations, as well as the process approaches for managing these difficult moments in order to establish a collaborative environment.

HDDR 6354 (3). MANAGING CONFLICT IN TRADITIONAL AND SOCIAL MEDIA. Examines how the media can create, contribute to, magnify, worsen, and conversely, alleviate conflict within communities and organizations. The decline in traditional media such as newspapers and radio is changing how individuals and organizations receive new information and/or distribute it to internal and external audiences. The recent rise of mass self-communication through new media such as email, blogs, texting, Facebook, Instagram, Twitter, and YouTube has created dangerous risks for conflicts to go viral even before they can be fully understood by community or organization leaders. Explores how new media presents interesting, nontraditional opportunities for conflict resolution. Students engage in structured practice in conflict resolution techniques and message creation under media deadline pressure. Examples of media-driven conflict and misunderstanding are explored along with action planning to mitigate conflict.

HDDR 6360 (3). COUNSELING AND INTERVIEWING. Students study the function of alternative dispute resolution professionals and the skills necessary for effective interviewing and counseling, with a focus on methods of inquiry and fact-finding. Also, preventive law and client-centered planning. The course draws from the fields of communication, psychology, and law. Includes simulation exercises, case studies, and discussions.

HDDR 6361 (3). CROSS-CULTURAL AND GENDER NEGOTIATION. Examines the relationship of identity, gender, culture, and ethnicity to conflict dynamics in the negotiation process, with a focus on increasing students' sensitivity to and awareness of negotiation issues. Compares individual- and collective-oriented cultures, and explores the use of body language and physical spacing in negotiation. Includes discussions on the use of language, narratives, and metaphors. Also, how the concept of apology and forgiveness is a culture- and gender-dependent issue. Students practice the skills needed to be more effective in resolving conflicts.

HDDR 6362 (3). EDUCATION AND DISPUTE RESOLUTION. Examines the uses of dispute resolution techniques from kindergarten to college. Attention is given to multiparty disputes between students, faculty, administrators, and the educational community. Students learn the skills for diagnosis, management, and resolution through a combination of didactic and role simulations.

HDDR 6363 (3). HEALTH CARE AND DISPUTE RESOLUTION. A survey of situations and issues in the health care field where conflict commonly develops within its unique culture and systems. Includes a focus on quality review standards, malpractice, and bioethical disputes.

HDDR 6364 (3). INTERNATIONAL CONFLICT MANAGEMENT. Discusses the provocative topic of international relations and dispute resolution. The world is rapidly changing, and these changes are opening the door for the application of negotiation and mediation as well as other dispute resolution mechanisms. Students probe national and international human rights in the coming global and politically realigned world.

HDDR 6365 (3). PUBLIC POLICY AND DISPUTE RESOLUTION. An intensive study of the application of dispute resolution techniques to environmental disputes and the wider areas of public policy. Specific areas of study include complex multiparty litigation, participation of multiple stakeholders and citizen groups, adversarial negotiations with governmental entities, reparation of settlement documents, and the field of negotiated rule-making.

HDDR 6366 (3). RELIGION AND DISPUTE RESOLUTION. When the usually peaceful ambiance of a church becomes embroiled in conflict and controversy involving parishioners, constituent groups, employees, governing bodies, or even outside organizations, conflict resolution and mediation become the focus. The course emphasizes the skills needed for mediating interpersonal and group conflict in churches, employing a transformational model of mediation placed within the context of family systems theory. Includes hands-on skills training and role-playing based on the types of conflict typically found in churches, although the skills learned are directly transferable to other settings. Satisfies the Texas state requirement for basic mediation training.

HDDR 6367 (3). SELECTED SOCIAL SERVICE TOPICS. With variable course content, students will explore topics of interest as related to the social service concentration of dispute resolution.

HDDR 6370 (3). ASSESSMENT AND INTERVIEWING. This course serves as the foundation for the three-course executive coaching series and certification program in executive coaching. Includes the basics of coaching, including its purpose, applications, and comparison to counseling or mediation. Covers how to make certain that all parties (coachee, coachee's manager, and sponsoring organization) share the same expectations of the coaching process, and how to conduct in-depth assessment interviews with coachees and with other organizational stakeholders. Introduces 360 degree feedback tools, and shows how to integrate 360 degree and interview data into a consolidated assessment report. Also, developing a coaching contract and conducting an initial postcontracting interview.

HDDR 6371 (3). TRANSITIONAL AND DEVELOPMENTAL COACHING. This is the second course in the executive coaching series. Focuses on coaching leaders who are making transitions into new work settings (transitional coaching), or who are preparing to take on broader organizational roles (developmental coaching). Students learn to identify underlying organizational and leadership factors that could contribute to a transitional leader's success or failure in a new work setting. Also, assessing leadership style, experience, and communication factors associated

with a leader's potential to succeed within high-level job assignments. Involves comparing and contrasting development hurdles leaders must overcome as they prepare for different organizational levels, and identifying the behaviors and learning approaches demonstrated by leaders who perform well.

HDDR 6372 (3). PERFORMANCE COACHING. This is the third course in the executive coaching series, which leads to the Certificate in Executive Coaching. Performance coaching helps managers address significant behavioral problems or leadership style issues that adversely impact their work performance. Introduces research on interpersonal and leadership style issues that play key roles in leadership success or failure, and research related to leadership derailment and failure patterns observed in managers previously assessed as high-potential leaders. Covers the most common performance coaching challenges encountered in performance coaching and ways to address resistance to coaching. Also, the intricacies of client contracting, with a focus on establishing clear and detailed expectations for performance improvement. Students practice conducting performance coaching sessions.

Master of Science in Counseling

Gay McAlister, **Director**

The Master of Science in counseling program prepares students for the counseling profession, which involves the application of the developmental and social sciences in assisting children and adults with psychological growth and social adjustment problems. Counselors work in schools, community agencies, churches, hospitals, industry and private practice.

Students acquire knowledge in the disciplines that underlie counseling, including education, psychology, human development, sociology, learning and social change. They develop basic skills in therapy and assessment and become familiar with the legal, ethical and clinical considerations confronting practitioners. Repeated practice and role-playing with feedback and strategic modification are critical to mastery of the skills and are, consequently, an essential part of the program.

Successful graduates are able to pursue state licensure as licensed marriage and family therapists, licensed professional counselors, and/or licensed chemical dependency counselors, as well as certification as school counselors.

In addition to the three major tracks that a student can follow, other areas of specialization that a student may pursue are play therapy; lesbian, gay, bisexual and transgender counseling; court-ordered social studies; and expressive arts therapy.

Licensed Marriage and Family Therapist Courses

(These 42 credit hours plus 18 additional elective hours meet or exceed state requirements for licensed marriage and family therapists.)

HDCN 6304 Counseling Diverse Communities
HDCN 6310 Family Systems
HDCN 6311 Foundations of Marriage and Family Therapy
HDCN 6312 Introduction to Family Therapy
HDCN 6313 Family of Origin
HDCN 6314 Sexual Counseling/Therapy
HDCN 6320 Life Span Development
HDCN 6330 Psychopathology: Adult
HDCN 6340 Assessment
HDCN 6349 Research Design and Statistics
HDCN 6381 Ethics and Mental Health
HDCN 6395 Supervised Clinical Practicum I
HDCN 6398, 6399 Internship I, II

Licensed Professional Counselor Courses

(These 42 credit hours plus 18 additional elective hours meet or exceed the state requirements for licensed professional counselors.)

HDCN 6301 Counseling Theory
HDCN 6302 Counseling Methods: Individual
HDCN 6303 Counseling Methods: Group
HDCN 6304 Counseling Diverse Communities
HDCN 6305 Advanced Individual Methods
HDCN 6320 Life Span Development
HDCN 6321 Lifestyle and Career Development
HDCN 6330 Psychopathology: Adult
HDCN 6340 Assessment
HDCN 6349 Research Design and Statistics
HDCN 6381 Ethics and Mental Health
HDCN 6395 Supervised Clinical Practicum I
HDCN 6398, 6399 Internship I, II

School Counselor Certification Courses

(These 48 credit hours plus 12 additional elective credit hours meet or exceed the state requirements for school counselors.)

HDCN 6301 Counseling Theory
HDCN 6302 Counseling Methods: Individual
HDCN 6303 Counseling Methods: Groups
HDCN 6304 Counseling Diverse Communities
HDCN 6305 Advanced Individual Methods
HDCN 6320 Life Span Development
HDCN 6321 Lifestyle and Career Development
HDCN 6330 Psychopathology: Adult
HDCN 6340 Assessment
HDCN 6342 Cognitive, Career and Educational Assessment
HDCN 6349 Research Design and Statistics
HDCN 6381 Ethics and Mental Health
HDCN 6395 Supervised Clinical Practicum I
HDCN 6398, 6399 Internship I, II
HDCN 6308 Counseling: Elementary School
or **HDCN 6309** Counseling: Secondary School

Electives

HDCN 6194, 6294, 6394 Independent Study (1, 2 or 3 credit hours)
HDCN 6306 Advanced Methods: Group
HDCN 6307 Geriatric Counseling
HDCN 6323 Adolescent Counseling
HDCN 6331 Psychopathology: Child and Adolescent
HDCN 6341 Assessment: Cognitive
HDCN 6343 Play Therapy
HDCN 6344 Expressive Arts Therapy: Creative and Therapeutic Processes
HDCN 6345 Music Therapy
HDCN 6346 Career Assessment
HDCN 6347 Mindfulness-Based Expressive Art Therapy
HDCN 6348 Embodied Expressive Art Therapies

HDCN 6350 Introduction to Neuroscience
HDCN 6351 Psychopharmacology and Substance Abuse
HDCN 6352 Psychology of Addictions
HDCN 6353 Treatment Management
HDCN 6355 Affirmative Therapy with Lesbian, Gay and Bisexual Clients
HDCN 6360 Advanced Educational Psychology
HDCN 6370 Crisis Intervention
HDCN 6371 Counseling: Disabilities
HDCN 6372 Gender Issues
HDCN 6382 Psychology of Conflict
HDCN 6383 Negotiation and Dispute Resolution
HDCN 6384 Mediation and Dispute Resolution
HDCN 6385 Advanced General Psychology (required for nonpsychology majors)
HDCN 6386 Family Law
HDCN 6387 Family Mediation
HDCN 6391 Selected Topics: Counseling
HDCN 6392 Selected Topics: Marriage and Family
HDCN 6393 Selected Topics: School Counseling

Study Abroad

During the five-week summer term, students may earn credit toward the master's degree program by completing coursework at off-site venues such as India, Italy and Jerusalem. The University's campus in Taos, New Mexico, is also utilized in this manner.

Admission Requirements

Students applying to the master's program must attend a personal interview. Program applicants must also submit the following:

1. A baccalaureate degree from an accredited institution of higher education.
2. Official undergraduate transcripts from all institutions of higher education previously attended.
3. Three letters of recommendation.
4. A 250-word essay explaining why the applicant wants to study counseling.
5. An acceptable GRE graduate school entry exam score for an undergraduate GPA lower than 3.000 (on a 4.000 scale).

Degree Requirements

The M.S. in counseling degree requires the completion of 60 credit hours (20 courses.) A full-time student with a flexible schedule can complete the program in three years, but students are required to complete the program in six years or less. Courses are delivered on a modified quarter system. For specific requirements for licensed professional counselor, licensed marriage and family therapist, and school counselor tracks, students should visit www.smu.edu/mastercounseling.

Client Services: Center for Family Counseling

www.smu.edu/FamilyCounseling

The Center for Family Counseling offers a variety of counseling services to individuals (e.g., geriatric/adult, adolescents and children); groups; couples; and families struggling with personal, social or career-related issues, while providing SMU grad-

uate counseling students with meaningful training experiences via supervised therapeutic interactions. Some of the general issues that counseling can address include (but are not limited to) grief and loss, depression, anxiety, attention deficit disorder/attention deficit hyperactivity disorder, self-concept, relationships, stress, trauma, parent education, substance abuse evaluations and career exploration. The clinic offers counseling services that are tailored to the developmental needs of clients, such as play therapy for children ages 2–8 and activity therapy for children ages 9–12. The clinic also has a satellite branch housed in the Resource Center that offers both personal and group counseling, specializing in the lesbian, bisexual, gay and transgender community. A second satellite branch housed within the nearby Frisco Independent School District offers counseling services to students in the school system and to their parents.

Contact Information

Counseling, Master's Degree Program Office
5228 Tennyson Pkwy., Suite 234
Plano TX 75024
972-473-3402
www.smu.edu/mastercounseling

Counseling, Professional Workshops
5228 Tennyson Pkwy., Suite 234
Plano TX 75024
972-473-3402
www.smu.edu/LP

Center for Family Counseling
5228 Tennyson Pkwy., Suite 102
Plano TX 75024
972-473-3456
www.smu.edu/FamilyCounseling

Resource Center
2701 Reagan Street
Dallas TX 75219
214-528-0144
www.rcdallas.org

Counseling Courses (HDCN)

HDCN 6049 (0). GRADUATE FULL-TIME STATUS. Allows full-time status for graduate students without credit.

HDCN 6301 (3). COUNSELING THEORY. An advanced study of the major theories in the field of counseling and an exploration of the historical perspectives and philosophies upon which they are based.

HDCN 6302 (3). COUNSELING METHODS: INDIVIDUAL. Examines the major methods and techniques used in counseling, with a focus on applicability to different client needs in a variety of settings. Assesses the relationship between specific theories and their counseling applications. *Prerequisite:* HDCN 6301.

HDCN 6303 (3). COUNSELING METHODS: GROUP. Examines the dynamics and major approaches to group counseling, with a focus on starting a counseling group, leading groups effectively, and evaluating results. Reviews group processes, leadership, and membership; support and self-help groups, special populations, and ethical issues pertaining to groups; and program planning and development in agencies, schools, higher education, and private practice.

Students arrange and facilitate outside of class a series of group counseling sessions during the term, and attend their own personal growth group. *Prerequisite:* HDCN 6301.

HDCN 6304 (3). COUNSELING DIVERSE COMMUNITIES. Students become familiar with culturally competent, socially just counseling practices through an examination of contexts including culture, class, race/ethnicity, gender, sexual orientation, religion, ability, and differing life styles.

HDCN 6305 (3). ADVANCED COUNSELING METHODS: INDIVIDUAL. Focuses on polishing the skills learned in HDCN 6302 and on amplifying the techniques applicable to different client needs in a variety of settings. *Prerequisite:* HDCN 6302.

HDCN 6306 (3). ADVANCED COUNSELING METHODS: GROUP. Builds on the foundational skills learned in HDCN 6303, and expands and enhances techniques applicable to different types of groups in a variety of settings. *Prerequisite:* HDCN 6303.

HDCN 6307 (3). GERIATRIC COUNSELING. Students study geriatric counseling in preparation for working with the elderly population, which is growing faster than any other age group. Focuses on helping individuals and families deal with issues related to the aging process such as loss of friends and family, physical impairments, worsening of overall health, and loss of independence and dignity. Includes diagnosis and treatment of complex issues such as mental illness, substance abuse, differentiating grief from depression, and normal cognitive changes from dementia.

HDCN 6308 (3). COUNSELING: ELEMENTARY SCHOOL. Focuses on planning, organizing, implementing, and evaluating an elementary developmental guidance program in accordance with the Texas model, applicable state law, and the American School Counselor Association model. Required for the elementary school counseling track.

HDCN 6309 (3). COUNSELING: SECONDARY SCHOOL. Focuses on planning, organizing, implementing, and evaluating the secondary developmental guidance program in accordance with the Texas model, applicable state law, and the American School Counselor Association model. Required for the secondary school counseling track.

HDCN 6310 (3). FAMILY SYSTEMS. Focuses on planning, organizing, implementing, and evaluating the secondary developmental guidance program in accordance with the Texas model, applicable state law, and the American School Counselor Association model. Required for the secondary school counseling track.

HDCN 6311 (3). FOUNDATIONS OF MARRIAGE AND FAMILY THERAPY. Addresses the principles and techniques of effective therapy with couples, primarily utilizing the approach of John Gottman. Explores various other models, with a focus on applicability to different client needs in a variety of settings.

HDCN 6312 (3). INTRODUCTION TO FAMILY THERAPY. Overview of the field of family therapy, with a focus on the precursors of the family therapy movement, the major models of family intervention, counseling skills and theoretical techniques, and the application of counseling principles to the family setting.

HDCN 6313 (3). FAMILY OF ORIGIN. An in-depth study of the principles of Bowen systems theory, as well as related issues in family systems therapy, with an emphasis on theory, the family as an emotional unit, the individual client as a continuing presence in his or her family of origin, and strategies for applying this knowledge in a clinical setting.

HDCN 6314 (3). SEXUAL COUNSELING AND THERAPY. A study of sexual issues, positive sexual functioning, sexual problems, and sexual disorders that confront the counselor or therapist, with a focus on sexual experiences as a part of life experiences. Also, the development of the skills and tools necessary to strengthen within a therapeutic setting a client's positive relational and sexual functioning.

HDCN 6320 (3). LIFE SPAN DEVELOPMENT. Examines physical, cognitive, communicative and linguistic, and social and emotional development processes through the life span. Topics are addressed within the context of the major theories of development, with a focus on chronological and developmental age and cultural and socioeconomic diversity. Students learn appropriate developmental practices useful in employing interventions across the life span.

HDCN 6321 (3). LIFESTYLE AND CAREER DEVELOPMENT. The major theories of vocational choice, career decision-making, and lifestyle development are examined with sources of occupational and educational information and career decision-making processes.

HDCN 6323 (3). ADOLESCENT COUNSELING. Theoretical and practical approaches specifically for adolescents are presented.

HDCN 6325 (3). THERAPEUTIC PARENTING. Students actively engage parents as partners in the play therapeutic process in working with minors in a counseling setting. Explores a variety of parenting approaches, with emphasis on Landreth's "Child Parent Relationship Therapy (CPRT): A 10 Session Filial Therapy Model." Reviews current literature on how brain development can be enhanced by caretakers of children and teenagers. Also, various parenting issues, including developmental concerns, DSM diagnoses, resistance, and external circumstances affecting the parent–child relationship.

HDCN 6330 (3). PSYCHOPATHOLOGY: ADULT. Examines the principles of understanding dysfunction in human behavior, with an emphasis on the criteria of psychiatric diagnosis using the current "Diagnostic and Statistical Manual of Mental Disorders" and empirical theories of psychopathology.

HDCN 6331 (3). PSYCHOPATHOLOGY: CHILD AND ADOLESCENT. Abnormal behavior in children and adolescents is examined.

HDCN 6340 (3). ASSESSMENT. A comprehensive overview of the essentials of assessment principles, concepts, ethics, standards, statistical concepts, instruments, and systemic appraisal of an individual's attitudes, aptitudes, achievements, interests, and personal characteristics using both formal and informal approaches frequently used by counselors. *Prerequisite:* HDCN 6349.

HDCN 6342 (3). COGNITIVE, CAREER, AND EDUCATIONAL ASSESSMENT. Career, intelligence, and academic assessment for school-age population (K–12) presented for application in school settings. *Prerequisite:* HDCN 6340.

HDCN 6343 (3). PLAY THERAPY. Designed to promote self-exploration and self-understanding and to help students 1) learn the clinical importance of relating to and working with children through play, 2) understand the major theories of play therapy, 3) develop an awareness of the child's world as viewed by the child, 4) increase their understanding of children and their behavior, 5) engender their facility in working with caregivers of child clients, and 6) develop an effective philosophy of and approach to play therapy.

HDCN 6344 (3). EXPRESSIVE ARTS THERAPY: CREATIVE AND THERAPEUTIC PROCESSES. Explores theories and techniques for fostering creativity and therapeutic change in the counseling process through the use of expressive arts, particularly visual art forms and expressive writing.

HDCN 6347 (3). MINDFULNESS-BASED EXPRESSIVE ART THERAPY. Examines expressive arts therapies that cultivate mindfulness and the ways mindfulness benefits mental health and well-being, with a particular focus on evidence-based therapies and the neurobiological mechanisms of such approaches.

HDCN 6348 (3). EMBODIED EXPRESSIVE THERAPIES. Investigates expressive therapies that highlight the mind-body connection through body awareness, movement and/or dance, drama, physiological processes, and physical action. Instruction emphasizes evidence-based methods and neurobiological research supporting these practices.

HDCN 6349 (3). RESEARCH DESIGN AND STATISTICS. Examines the methods and types of research design and statistics commonly used in human development, education, and counseling research, with an emphasis on the process, ethics, and steps required to conduct and read research critically.

HDCN 6351 (3). PSYCHOPHARMACOLOGY AND SUBSTANCE ABUSE. Examines pharmacological, psychological, and sociological impacts of drug-taking behavior; introduces each major drug category; explores major theories of addiction with application to the process of misuse, dependency, and recovery; and identifies the continuum of care and various treatment approaches utilized in the field with people who present with substance misuse and their families.

HDCN 6352 (3). PSYCHOLOGY OF ADDICTIONS. Covers the origins and trends of addictive behavior, including addiction to substances, gambling, the Internet, and relationships. Explores the origins of addictions, treatment options, and barriers to treatment. Also, addiction comorbidity with mental health issues and addictive patterns in minority and culturally diverse communities.

HDCN 6353 (3). TREATMENT MANAGEMENT. This course prepares the counseling student to take the state licensing exam as an alcohol and drug abuse counselor. Substance abuse assessment, case management, documentation, legal concerns, practice management, and treatment options will be addressed.

HDCN 6355 (3). AFFIRMATIVE THERAPY WITH LESBIAN, GAY, AND BISEXUAL CLIENTS. Focuses on the development of professional competency in behavioral health assessment and affirmative intervention with sexual minorities. Examines cultural context and practice implications of heteronormativity in therapists and clients. Addresses the external and internal factors and processes that can affect the lives and mental health of LGB persons. Reviews current understandings of microaggression and minority stress. Explores implications of intersecting identities of race, ethnicity, age, socioeconomic status, and religion on the development of sexual orientation and identity integration. Also, affirming and culturally responsive strategies for addressing co-occurring diagnoses of major mental health, substance misuse, and major physical health issues such as HIV and AIDS.

HDCN 6370 (3). CRISIS INTERVENTION. Examines crisis intervention for individuals, couples, families, and groups through an in-depth analysis of diverse client experiences such as population trends, lifestyle changes, individual and/or family challenges, barriers to services, and unique needs. Also, intervention for specific topics such as court-ordered services, homelessness, domestic violence, child abuse, sexual assault, bullying, self-harming behaviors, suicidal and homicidal ideation and/or intention, and school shootings. Counselors learn clinical skills in professional responsibility and plan of action such as reporting abuse or no-harm contract usage, as well as practical resource inventories for clients in crisis. All strategies are centered on best practices and evidence-based practices, including the empirically founded solution-focused approach.

HDCN 6372 (3). GENDER ISSUES. Feminist theory taught within the historical context of society and culture, individuals, couples, and family counseling.

HDCN 6381 (3). ETHICS AND MENTAL HEALTH. Presents fundamental ethical principles and their application to legal and related professional issues in the field of counseling. Reviews ethical rules, standards of conduct, and the law. Examines ethical cannons and guidelines promulgated by the American Counseling Association, American Association for Marriage and Family Therapy, American School Counselor Association, Texas Ethics Commission, Texas State Board of Examiners of Professional Counselors, Texas State Board of Examiners of Marriage and Family Therapists, Texas State Chemical Dependency Counselors Program, and Texas State Board of Education.

HDCN 6382 (3). PSYCHOLOGY OF CONFLICT. The focus of this course is on the psychological context of negotiation, the personal and social influences on the parties in negotiation, and the impact of these conditions and behaviors on the outcome.

HDCN 6383 (3). NEGOTIATION AND DISPUTE RESOLUTION. Introduces contemporary theories of negotiation. Students develop practical skills through simulated exercises.

HDCN 6384 (3). MEDIATION AND DISPUTE RESOLUTION. Examines mediation in which a neutral third party facilitates in solving disputes through lectures, role-playing, and videotape to meet the state of Texas requirement for mediators.

HDCN 6385 (3). ADVANCED GENERAL PSYCHOLOGY. Overview of basic psychology for counseling students with no psychology background.

HDCN 6386 (3). FAMILY LAW. The Texas family code and other legal issues pertaining to family relations are presented.

HDCN 6387 (3). DOMESTIC RELATIONS. Presents mediation techniques for divorcing couples.

HDCN 6391 (3). SELECTED TOPICS: COUNSELING. Varied counseling topics taught for application with specific populations.

HDCN 6392 (3). SELECTED TOPICS: MARRIAGE AND FAMILY. Various topics in marriage and family therapy are selected for advanced study.

HDCN 6393 (3). SELECTED TOPICS: SCHOOL COUNSELING. Various topics in school psychology are selected for advanced study.

HDCN 6395 (3). SUPERVISED CLINICAL PRACTICUM. Builds the counselor's knowledge and skills in an applied clinic setting while under the direct supervision of a fully licensed SMU

instructor. Counselors gain experience with actual clients, develop the ability to handle a variety of clinical issues and responsibilities, evaluate practice, observe others in a constructive manner, develop a healthy embracing and mastery of ethical practice, and begin to establish professional relationships with fellow practicum students, clients, supervisors, and other professionals in the field. *Prerequisites:* 42 credit hours; permission of a cooperating professor and the chair of the department.

HDCN 6398 (3). INTERNSHIP I. Refines counseling skills in real-world settings under close supervision. Qualified supervisors at the student-selected internship site provide direct supervision. Types of direct and indirect service hours vary according to LPC, LMFT, LCDC, and school counseling requirements and populations served at the internship site. The curriculum is focused on group supervision and professional development. *Prerequisite:* HDCN 6395.

HDCN 6399 (3). INTERNSHIP II. Refines counseling skills in real-world settings under close supervision. Qualified supervisors at the student-selected internship site provide direct supervision. Types of direct and indirect service hours vary according to LPC, LMFT, LCDC, and school counseling requirements and populations served at the internship site. The curriculum is focused on group supervision and professional development. *Prerequisite:* HDCN 6398.

DEPARTMENT OF LIFELONG LEARNING

www.smu.edu/mls

David J. Chard, **Dean and Department Chair**

Master of Liberal Studies

Michele Mrak, **Director**

Liberal Studies Academic Council, 2014–2015 Professor: Robert Hunt (Theology). **Associate Professors:** Melissa Barden-Dowling (History), Dennis Simon (Political Science). **Professor of Practice**: Rick Halperin (History). **Adjunct Professors:** Diane Goode (Art History), Janet Harris (English). **Emeritus Professors:** John Lewis (English), John Mears (History).

Department Information

The Department of Lifelong Learning promotes personal enrichment and achievement of potential through a broad interdisciplinary curriculum. Its credit and noncredit offerings broaden students' perspectives, insights and understandings of the world by exposing them to the ideas and events that constitute the human experience. At the heart of the Lifelong Learning programs – which include the Master of Liberal Studies and a noncredit creative writing program – is the belief that people can continue to grow personally and professionally throughout their lives.

Master of Liberal Studies

The Master of Liberal Studies program is a unique interdisciplinary program designed to offer freedom and flexibility to participants in planning a course of study. Its coursework encourages critical and imaginative thinking on intellectual, social, political, historical, literary and artistic issues within a broad humanistic perspective. Seminar-style courses are taught by professors noted for teaching excellence.

The M.L.S. program requires 36 credit hours of graduate study to be completed within six years, although most students complete their study in three to four years. The course of study is very flexible and allows students to design individual programs that best reflect their needs and interests. M.L.S. program classes meet in the evenings. Spring and fall classes meet one night a week; summer session courses meet three times weekly.

The curriculum includes courses in the behavioral sciences, fine arts, humanities, science and culture, and social sciences. With 18 credit hours or six classes in a specific curricular field, students can concentrate in the following areas: humanities; human rights and social justice; the arts and cultural traditions; global studies; gender studies; American studies; creative writing; organizational dynamics; environmental sustainability; and communication, media and technology.

Curriculum

Behavioral Sciences. Behavioral sciences courses examine the individual and his or her behavior in various environmental settings such as family and the workplace. Courses blend psychology, sociology, organizational behavior and anthropology to introduce students to issues in human behavior as it is influenced by cultural values and expectations.

Fine Arts. Fine arts courses offer a variety of perspectives on artistic expression throughout history and across cultures. The variety of courses encourages students

to study Western and non-Western visual arts, dramatic arts, and music within a broad socio-historical context.

Humanities. Humanities courses offer the broadest possible treatments of literature, philosophy, religion and communications. By connecting the history of human ideas as presented and disseminated through poetry and imaginative literature and the development of religious and philosophical thought, humanities courses provide insight into the nature and development of humankind.

Science and Culture. Science and culture courses present issues pertaining to health, the environment, the understanding of the natural world and the implications of technological advancement as approached by professors of chemistry, geology, physics and biology.

Social Science. Social science courses provide a blend of history, economics and political science in the study of wealth, power and status. Courses explore the nature of citizenship as it has evolved over time.

Admission Requirements

The M.L.S. program seeks to enroll motivated and enthusiastic students prepared for and interested in graduate-level study. All applicants must have the following:

1. A bachelor's degree (or equivalent) from an accredited college or university.
2. An official transcript from the school that awarded the degree.
3. A completed application form and application fee.
4. A critical analysis essay.
5. A personal statement that reflects an interest in the M.L.S. program.
6. Two letters of recommendation (preferably one academic and one professional).
7. Optional: personal interview and résumé.

Applications are considered on a rolling basis for the fall, summer and spring terms. Applications for M.L.S. program admission must be completed and on file in the M.L.S. Office at least two weeks before the beginning of the term. A student must receive official acceptance into the program before enrolling in classes. In some cases, a provisional acceptance may be tendered for one term while awaiting the arrival of an official transcript or in other situations in which it is deemed appropriate by the dean of the Simmons School.

The GRE graduate school entry exam is not required for admission. Admission decisions are based on the applicant's previous academic record, the level of writing ability demonstrated in the essay and possibly an interview with the dean regarding the applicant's academic goals and expectations.

Degree Requirements

Thirty-six credit hours of approved graduate study are normally completed within six years after beginning the program.

1. Students must take two foundational courses within the first 12 hours of their coursework: HUMN 6316 (three credits) and a designated three-credit writing-intensive course. These courses may not be waived.
2. Students must complete their coursework with at least a *B* (3.000 GPA) average. All courses attempted for credit on a student's graduate program must average *B* (3.000) or better, with no grade less than *C* (2.000) applying toward the degree.

3. Within the 36 hours, students may include up to six hours of transfer graduate credit from another accredited institution or another academic department at SMU (explained below).
4. Within the 36 hours, students may also include up to six hours of independent study (explained below).
5. Students may not take more than three one-credit-hour classes unless special permission is given by the dean.
6. Students must conclude their degree program with a capstone course or thesis during the last year of the program.
7. Students may elect to specialize or concentrate in a particular curricular area through the course of the degree. If a student elects to concentrate or specialize in a specific curricular area, she or he must complete the following requirements:
   a. Three credit hours for the required introductory course, HUMN 6316.
   b. Three credit hours for a designated writing-intensive course.
   c. Eighteen credit hours of approved courses from the chosen area of concentration, selected in consultation with the director for academic advisement.
   d. Three credit hours for the required capstone course/experience.
   e. Nine elective credit hours.

Once the student satisfies the requirements for a given concentration, the concentration area will appear on the student's final transcripts. Double concentrations may be possible upon consultation with the director and/or dean.

In addition to a self-designed concentration, the curricular concentrations include the humanities, the arts and cultural traditions, global studies, human rights and social justice, gender studies, creative writing, American studies, organizational dynamics, communication, media and technology, and environmental sustainability.

Transfer Credit. The student must file with the M.L.S. Office a Petition for Transfer Credit, accompanied by a course description and official transcript. Transfer credit is accepted by the dean under the following requirements:

1. The course is compatible with the overall curriculum of liberal studies.
2. The course is graduate level (6000 or above).
3. The student has earned a grade of *A* or *B* in the course.
4. The course has not been used in attaining a previous degree.
5. The course has been taken within the past six years.

Courses taken prior to matriculation must be approved within one year of beginning the M.L.S. program.

Transfer credit for study by correspondence or online study is considered on a case-by-case basis.

Independent Study. Students may earn up to six credit hours through independent study in a subject area relevant to the M.L.S. program curriculum. Students must first complete the two required courses and must be in good academic standing to be eligible to undertake an independent study. To enroll in an independent study, students must work with an M.L.S. program faculty member to define specific course requirements and complete an Independent Study Contract subject to the approval of the dean. Independent study courses may be taken for one, two or three credit hours. The deadline to submit proposals to the M.L.S. Office is at least two

weeks before the beginning of the term for which the study is requested. The form is available online in the M.L.S. Forms Library.

Certificate of Advanced Graduate Study

The purpose of the Certificate of Advanced Graduate Study program is to provide adults the opportunity to pursue advanced studies in the liberal arts in a focused and disciplined manner. The certificate program encourages in-depth study of a core topic while drawing upon various disciplines to provide a broad understanding of the subject.

The certificate program is an 18-hour course of study beyond the master's degree. With the guidance of a faculty mentor, students select a topic and design a program of study consisting of courses from the M.L.S. program curriculum, departmentally based graduate courses and independent study under the guidance of the faculty mentor. A student's course of study will conclude with a research paper or creative project.

Academic Requirements

The course of study as detailed in this catalog must be completed within four years, and students must maintain a 3.500 GPA throughout the program. A core curriculum of 15 credit hours is drawn from

- The M.L.S. program course offerings.
- A maximum of six credit hours in approved departmentally based graduate courses.
- Three credit hours of independent study.
- A capstone seminar (three credit hours) in which students complete and present their final paper, project or creative work.

Admission Requirements

This program is designed primarily for M.L.S. program graduates who wish to pursue advanced graduate work. Other applicants must have a master's degree in the arts, fine arts, humanities or social sciences, with a GPA of 3.500. The completed application for admission must be accompanied by

1. A 750-word draft proposal that identifies the student's interest area, purposes for advanced study, previous study or background knowledge of the topic, and a tentative course of study. This document will be used by the dean to determine whether the student's study proposal is appropriate for the program.
2. Official transcripts from SMU's M.L.S. program or another graduate program.
3. The nonrefundable application fee.

The Writer's Path

The Writer's Path is a creative writing program that is closely affiliated with the Master of Liberal Studies program. The Writer's Path teaches adults how to write books and pursue publication. The program takes students from their first story idea through the development of a draft to the revision stages of polishing and rewriting. Qualified students are invited to participate in a trip to New York to meet publishers. The program offers classes in blog and short-story writing as well.

Contact Information

Master of Liberal Studies
PO Box 750253
Dallas TX 75275-0253
214-768-4273
www.smu.edu/MLS

The Writer's Path
Email: CreativeWriting@smu.edu
214-768-9748
www.smu.edu/CreativeWriting

Behavioral Sciences Courses (BHSC)

BHSC 6100 (1). INDEPENDENT STUDY. Research and writing in behavioral sciences on special topics at the forefront of current intellectual interest.

BHSC 6110 (1). THE ARTICULATE VOICE. This short course is designed to help the student understand and practice the vocal skills that contribute to an effective and pleasant speaking voice, focusing on the processes underlying speech production: projection, articulation, and resonance. The emphasis is not on what is said, but on how it is said. Students are graded on individual performances, development, class participation, and improvement. This course may be applied to the following curricular field concentration: communication, media, and technology.

BHSC 6115 (1). SPECIAL TOPICS SEMINAR. This seminar focuses on a single topic in the behavioral sciences through directed reading, seminar discussion, and a final paper.

BHSC 6200 (2). INDEPENDENT STUDY. Research and writing in behavioral sciences on special topics at the forefront of current intellectual interest.

BHSC 6300 (3). INDEPENDENT STUDY. Research and writing in behavioral sciences on special topics at the forefront of current intellectual interest.

BHSC 6302 (3). THE ART OF PUBLIC SPEAKING. Training in speech performance and speech evaluation skills so students become more effective public speakers and more discerning consumers of public communication. Covers historical speeches and theory and practical applications related to the formulation, presentation, and evaluation of public speeches. This course may be applied to the following curricular field concentration: communication, media, and technology.

BHSC 6303 (3). MARRIAGE AND FAMILY. Marital and family relationships today are changing rapidly and dramatically. As a consequence, debates about family values permeate Western society's economic, political, and religious arenas. The course equips students to enter these discussions and debates knowledgeably, with an eye toward influencing their quality and outcome. This course may be applied to the following curricular field concentration: organizational dynamics.

BHSC 6304 (3). THE TRANSFORMATIVE POWER OF NARRATIVES. Explores the concepts of identity within the organization and/or collective change process and the importance of conversations and/or narratives as mediums for change. A major theme is that while organizations can shape identity, individuals have the ability to exercise voice and redefine their collective and individual identities through transformative dialogue and personal reflection (e.g., changing the conversation). Using a powerful memoir as the foundation, introduces interdisciplinary views from Western literature, culture, human development, organizational change, and psychology. Students learn how to apply key concepts to form personal opinions and to develop awareness, analytical abilities, and understanding of individual and collective life narratives in the context of change. May be applied to the following curricular field concentrations: organizational dynamics; communication, media, and technology.

BHSC 6308 (3). LIVING SYSTEMS: UNDERSTANDING ORGANIZATIONAL DYNAMICS. An introductory exploration into the domain of organizational dynamics, which is based on the premises that "organization" is a human collective (two or more people, including families, communities, and businesses) and that "dynamics" are the human connections, actions, and

changes that are occurring within and between collectives. Examines organizational dynamics as living systems of human interrelationships. This course may be applied to the following curricular field concentrations: organizational dynamics; humanities.

BHSC 6310 (3). UNDERSTANDING THE MIND AND BEHAVIOR. Through an in-depth study of depression, students gain insight into their perceptions of the environment and the world around them. Students also examine the development of the "authentic self" as a product of biological and environmental influences; the examination of "self" is informed by psychological and physiological perspectives, including psychoanalytical, biological, cognitive, behavioral, socialistic, and humanistic theories.

BHSC 6311 (3). EXPLORING HUMAN POTENTIAL. Broadens the student's understanding of how basic assumptions and perceived limitations about learning and development are influenced by perceptions, experiences, collectives and organizations, and culture. Introduces cutting-edge perspectives and research from the fields of brain science, cognitive and social psychology, and cultural anthropology. Students apply the knowledge and experience from this course to their personal learning and development journey within the program, their organizations, and beyond. This course may apply to the following curricular field concentration: organizational dynamics.

BHSC 6319 (3). PROFESSIONAL ETHICS AND ORGANIZATIONAL RESPONSIBILITY. Students study ethical issues connected with organizational management to develop their capacity to recognize and reason through ethical dilemmas. Cases and readings integrate ethical reflection and decision-making. Materials are selected based on topical relevance to contemporary managers, curricular relevance to liberal studies, and conceptual relevance to applied ethics. This course may be applied to the following curricular field concentration: organizational dynamics.

BHSC 6320 (3). ORGANIZATIONAL LEADERSHIP. Describing and analyzing a wide variety of different theoretical approaches to leadership, this course gives special attention to how each theory can be, or has been, employed in real-world situations. Special application will be made through the readings of contemporary leadership books, classic cases, and great films.

BHSC 6322 (3). ABNORMAL PSYCHOLOGY OF MIND, BODY, AND HEALTH. This course explores the relationship between emotions and illness and the role of psychological factors in health and illness. Methods of coping with and treating illness are discussed as an introduction to major concepts and issues of abnormal health psychology.

BHSC 6326 (3). COMMUNICATION AND PERSUASION. Analyzes nonverbal communication's role in structuring experiences and shaping interactions with, and the understanding of, others. Topics include the effects of space, time, body movements, environment, objects, and voice quality on human communication. Persuasive communication ideas and issues are discussed, including modern mass media, classical foundations of persuasive communication theories, and the ethics of persuasion. This course may be applied to the following curricular field concentration: communication, media, and technology.

BHSC 6329 (3). THE PSYCHOLOGY OF RELIGIOUS BELIEF. An exploration of the origins and development of people's religious beliefs about the ultimate source(s) of power, meaning, and value in and beyond the cosmos. Particular attention is given to the appraisal of several classical and contemporary psychological interpretations of the functions that such beliefs serve in the quest for mental, emotional, and spiritual well-being. Focuses especially on psychoanalytic thought, both Freudian and post-Freudian. This course may be applied to the following curricular field concentration: humanities.

BHSC 6331 (3). THE PSYCHOLOGY OF HATE. Reviews and specifically details the leading and most recent theories of hate and examines the depth of hate-related utility and its futility. Covers topics such as in-group and/or out-group bias, aggression and its origins, physiology of aggression, history of hate groups and hate crimes, hate on the Internet and in the media, pop culture's representations of hate, hate speech, implications for victims of hate crimes, and motivations of perpetrators of hate-motivated crimes. Also, the relationship among aggression, hate, and violence; the pros and cons of group distinctions; the distinctions in hate crime and hate speech; the pros and cons of enhanced penalty legislation for hate crimes; the justifications for "isms;" and the brain chemistry and physiology behind aggression and anger. Students debate controversial topics in the areas of race, sexual orientation, gender, identity or expression, and religion. In addition, students develop personal ways to combat hate and violence.

This course may be applied to the following concentrations: humanities; human rights and social justice; gender studies.

BHSC 6355 (3). PSYCHOLOGY: THE DISCOVERY OF SELF. This course examines the nature of personality development and explores the contributing factors of heredity versus environment relative to birth order, intelligence, family, and cultural forces. Students have the opportunity to learn and reflect on their own personalities using the Keirsey-Bates Temperament Sorter and Survey. The course explores the many aspects of the personality through learning, behavioral changes, human interactions, and personal growth. The course also offers multiple perspectives with which to view and understand the characteristic changes in personality that make life so interesting. This course may be applied to the following curricular field concentration: humanities.

BHSC 6363 (3). THE IMMIGRANT EXPERIENCE. An interdisciplinary approach to immigration in the U.S. that explores the historical, ethical, social, cultural, legal, and political dimensions of the immigrant experience, as well as America's ambivalent and changing attitudes toward the immigrant. Topics include the peopling of America before the Civil War, current waves of immigration, the causes of migration, the growth of ethnic communities, the role of women, bilingual education, illegal immigration, and America as a multicultural society. This course may be applied to the following curricular field concentrations: global studies; American studies; human rights and social justice.

BHSC 6374 (3). THE PSYCHOLOGY OF CREATIVITY. Explores creativity as one of those human abilities that most see as a highly valuable yet mysterious, uncontrollable force. Examines the wealth of knowledge generated by psychologists and educators with respect to creativity and offers clear definitions of creativity while illustrating its complexities. Also, the roles that personality, cognition, biology, and development play in creative abilities as well as the social, historical, and cultural contexts in which one creates. This course reviews contemporary research (including multiple perspectives, methods, and answers), and how the research helps to debunk some myths about creativity.

BHSC 7348 (3). THE TRANSFORMATION OF THE PSYCHE: THREE PERSPECTIVES. Explores "caring for the soul" or (in more contemporary terms) bringing power, insight, and energy from the unconscious psyche to bear upon the yearning for a sense of meaning, hope, and wholeness in life. Focuses on Carl Jung's depth psychology and the ways in which it shows how the three perspectives of philosophy, religion, and psychology contain rich resources for personal growth and reflection. Jung believed societies' growing fears, anger, mutual enmity, and hopelessness derive most especially from a sense of the lost soul. This course may be applied to the following curricular field concentration: humanities.

BHSC 7349 (3). ORGANIZATIONAL CHANGE MANAGEMENT. All organizations face the challenges of adjusting to change and of finding effective ways to manage it. In today's work environment, challenges for a variety of organizations (business, education, government, nonprofit, etc.) can include mergers and acquisitions, changes in the competitive field or market base, massive structural reorganizations, and outdated missions and charters. Students explore the link between organizational research and change methodology, and the application of these theories and methodologies to a variety of work settings. Topics include the large-scale trends that are driving organizational change; ways to assess the potential impact of organizational change on individuals, work teams, and organizational units; different models of organizational change; disciplined process and consulting tools for facilitating change management efforts; and the role of third-party facilitators who help organizations successfully navigate change. The course supports the development needs of students who wish to establish careers as organizational consultants or professionals within corporate leadership and organizational development functions. This course may be applied to the following curricular field concentrations: humanities; organizational dynamics.

BHSC 7351 (3). RELIGION AND DISPUTE RESOLUTION: FLORENCE, ITALY. Study tour focusing on religion and conflict against the backdrop of the artistic and ecclesiastical history of the Italian Renaissance. Educates students in a powerful transformative mediation model, interspersed with on-site tours that highlight the spirit of the artistic rivalry and revival, conflict, and creativity that blossomed in the Italian Renaissance. This interactive course is designed to prepare leaders to deal effectively with interpersonal, congregational, and other forms of group conflict. Although primarily focused on the religious environment, the skills learned are directly transferable to other settings and are invaluable to business managers, attorneys,

mediators, and other professionals who manage conflict. Satisfies the state of Texas mediation requirements and the mediation course requirements for the Dispute Resolution program. The course may be applied to the following curricular field concentrations: humanities; organizational dynamics.

BHSC 7352 (3). INTERNATIONAL ORGANIZATIONAL CONSULTING AND COLLABORATION AT TRINITY COLLEGE: DUBLIN, IRELAND. Focuses on the processes and approaches that have been successfully used by numerous organizations to build and sustain functional international relationships. Incorporates a unique design format that includes one weekend at the SMU-in-Plano campus followed by a week of activities in Dublin and in the 16th-century halls of Trinity College. Students have ample time to explore Dublin and integrate a full cross-cultural experience with classroom learning. Guest speakers offer multiple perspectives on the field of international collaboration and consulting. This course may be applied to the following curricular field concentrations: humanities; organizational dynamics.

BHSC 7353 (3). CONFLICT AND TRAUMA IN ISRAEL AND THE PALESTINIAN AUTHORITY. Examines the nexus between trauma and ongoing conflict through interaction with local experts and site visits. Students interact with conflict resolution and/or management and counseling professionals from Israel and the Palestinian Authority, investigating the dynamic created by ongoing trauma in conflict and postconflict societies. The course focuses on second-track conflict resolution and management projects affecting Israeli and Palestinian communities and families. Students must attend all of the lectures and demonstrations. The 7 day program combines a traditional lecture and discussion approach with an intense experiential component. This course may be applied to the following curricular field concentrations: humanities; global studies; gender studies.

BHSC 7354 (3). MULTICULTURAL APPLICATIONS TO TEAMWORK AND TEAM BUILDING. Introduces the skills required to work effectively within a multicultural or international setting. Students learn about other cultures and discuss the application of multicultural research to interpersonal skill areas such as team building and conflict management. Concludes with a 1 week residence in India. This course may be applied to the following curricular field concentrations: humanities; organizational dynamics; global studies.

BHSC 7355 (3). CULTURAL INTELLIGENCE: UNDERSTANDING LEADERSHIP IN CULTURALLY COMPLEX SITUATIONS. An academic exploration of an emerging field in the science of business and a seminar in the practical means by which people can increase their own cultural intelligence and teach cultural intelligence in a workplace environment. Explores theories of culture, cultural competence and cultural intelligence, methods for teaching cultural intelligence, and emerging pedagogies of cultural intelligence for the workplace. This course may be applied to the following curricular field concentrations: global studies; human rights and social justice; humanities; gender studies; organizational dynamics.

BHSC 7357 (3). THE MORAL AND SPIRITUAL WORLD OF CHILDHOOD AND ADOLESCENCE. This course offers for discussion and critical reflection a developmental perspective on moral reasoning and religious experience in childhood and adolescence, in light especially of the theories of Jean Piaget, Erik Erikson, Lawrence Kohlberg, and James Fowler. These theories are supplemented by a close look at the research of psychoanalyst Ana-Maria Rizzuto on the God-ideas of early childhood. A particular focus of the course is on how moral and religious development can be impeded by impositions of adult teaching on children and adolescents before their cognitive development is sufficient to permit assimilation and independent assessment of them. This course may be applied to the following curricular field concentration: humanities.

BHSC 7358 (3). CONFLICT, COMMUNICATION, AND INTERPERSONAL LEARNING. This course examines the psychological dynamics associated with the process and consequences of interpersonal conflict. Students learn how people understand, explain, and respond to the various conflicts that comprise their reality: internal, interpersonal, and intergroup struggles. Cognitive, affective, and motivational processes are presented and discussed in the context of different philosophical and scientific explanations. The course explores the moral, political, and cultural dimensions of conflict as they shape the identity of individuals and groups. Didactic and experiential learning is emphasized. This course may be applied to the following curricular field concentrations: humanities; communication, media, and technology; and gender studies.

BHSC 7360 (3). THE PHILOSOPHY OF PSYCHOLOGY. The philosophy of psychology is the branch of philosophy focused primarily on the nature and mechanisms of cognition. The principal theme is the interplay between the different ways of studying cognition and behavior in

philosophy, scientific psychology, and the neurosciences. This course explores how different conceptions of the mind operating in contemporary philosophy of psychology are grounded in different approaches to the scientific study of the mind.

BHSC 7361 (3). OF MAD WOMEN AND POSSESSING SPIRITS: GENDER AND PSYCHOPATHOLOGY IN CULTURAL PERSPECTIVE. Explores how people experience psychological distress and what its varied manifestations (psychiatric symptoms, somatic complaints, spirit afflictions, relational disruptions) reveal about the social and cultural construction of psychopathology. While the suffering of psychological illnesses is an excruciating reality in the lives of many people, its amelioration necessitates an understanding of how the conception and experience of psychopathology are shaped by local values and conditions. This advanced course draws upon the fields of anthropology, psychology, psychiatry, history, religion, and gender and sexuality studies to explore the interrelationships among culture, gender, and the conceptualization of madness in North America and other parts of the world. May be applied to the following curricular field concentrations: global studies; gender studies; arts and cultural traditions; humanities.

BHSC 7362 (3). UNDERSTANDING STRATEGY: MILITARY, BUSINESS, AND SOCIAL MOVEMENTS. Explores concepts of military, business, and social strategies through the ages. Provides an in-depth examination of the strategy of two case studies each in the military, business, and social movements. Students learn how to think more strategically. May be applied to the following curricular field concentrations: organizational dynamics; global studies; humanities.

BHSC 7363 (3). COLLECTIVE MEMORY, HISTORY, AND CONFLICT. Memory is the manner in which humans process, store, remember, and reconstruct information and prior experiences. When memories are shared and agreed upon by a group, they become collective memories that are passed on from generation to generation, allowing individuals to recall events they did not personally experience. Memory can create connections with others, but it can also create differences. It can also be an instrument for social justice, or a tool for perpetuating injustices. This interdisciplinary course addresses the various roles (theoretical and practical) that memory can play in conflict engagement. Students visit heritage spaces, museums, and monuments in Spain that illustrate the role of collective memory in conflict. May be applied to the following curricular field concentrations: humanities; global studies; arts and cultural traditions; human rights and social justice.

BHSC 7364 (3). INTERNATIONAL CONFLICT ENGAGEMENT. The study of conflict engagement in an international context can be framed in many ways. This study abroad course looks at the issues related to conflict engagement in a chronological spectrum that runs from what John Burton once called "provention" (work done before overt or physical conflict breaks out), through engagement (when conflict is live and ongoing), to peace building or capacity building (when conflict has concluded or paused). Begins with a weekend session at SMU-in-Plano and concludes with a week in Geneva, Switzerland, visiting nongovernmental organizations and international intervention offices. Topics include approaches to direct intervention, the relationship of dispute resolution theory to actions in international conflict engagement, and the challenges of working in high-stress environments. May be applied to the following curricular field concentrations: global studies; humanities; human rights and social justice.

Fine Arts Courses (FNAR)

FNAR 6100 (1). INDEPENDENT STUDY. Directed study.

FNAR 6115 (1). CLASSIC WORKS AND TEXTS IN THE FINE ARTS. This course focuses on a single, seminal text or work of art in music, drama, or the visual arts through close, directed reading and seminar discussion. Topics can vary each term. One study begins with the premise that there is more than one way to read a painting by considering a variety of different scholarly interpretations of Manet's last major painting, "Bar at the Folies-Bergere." Critical readings are supplemented by background lectures on Manet's significant place in the movements of realism and impressionism. This course may be applied to the following curricular field concentrations: arts and cultural traditions, and others based on the topic chosen.

FNAR 6200 (2). INDEPENDENT STUDY. Directed study.

FNAR 6300 (3). INDEPENDENT STUDY. Directed study.

FNAR 6301 (3). ACTION! DRAMATIC WRITING IN PRACTICE. Students participate in a hands-on writing course that focuses on basic requirements for dramatic writing (film, theatre,

and solo performance): action, dialogue, and narrative. Geared for both beginners and those already writing screenplays or plays, students learn through a series of in-class exercises and writing assignments how to create a new work or rewrite a work in progress. Scenes from classic plays are studied and emulated. This course may be applied to the following curricular field concentrations: arts and cultural traditions; creative writing.

FNAR 6305 (3). FROM SUNRISE TO PSYCHO: FORM AND MEANING IN THE CINEMA. Examines the evolution of cinematic methods of expression, from the end of the silent era, through the transition to sound and the subsequent development of the movie industry, to 1960. Students screen and closely examine sequences from 14 masterpieces of world cinema, beginning with F.W. Murnau's great silent film "Sunrise" (1927) and concluding with Jean-Luc Godard's "A Bout de Souffle (Breathless)" and Alfred Hitchcock's "Psycho" (1960). Selected readings and screenings of short sequences from other relevant films explore the economic, social, and cultural context for these major artistic achievements. May be applied to the following curricular field concentrations: humanities; communication, media, and technology; arts and cultural traditions.

FNAR 6306 (3). READING TO WRITE: LEARNING FROM THE MASTERS. Good writing is never imitative, but good writers always learn from other writers. Whether analyzing the successful techniques of a classic work by Hemingway, Warren, Munro, or the latest best-seller, writers of fiction and nonfiction benefit from the study of others' storytelling. Through literary analysis and application of techniques studied, writers enhance their creative projects. This course is a combination of close reading and creative writing. The course may be applied to the following curricular field concentration: creative writing or humanities.

FNAR 6307 (3). CHEMISTRY AND TECHNOLOGY IN ART: FROM ANTIQUITY TO THE INDUSTRIAL REVOLUTION. Students become acquainted with the major developments in science and technology through the ages and learn how these developments influenced materials and techniques used in art. Includes discussions on various artists' materials such as dyes and pigments, clays, metals and alloys, glasses, and coatings and adhesives. The major art forms that employ these materials include painting, dyeing of textiles, manuscript illumination, glass and metalwork, and ceramics. Original sources from antiquity, the Middle Ages, the Renaissance, and more modern periods are used to learn how various materials were prepared and applied in art. This course may be applied to the following curricular field concentrations: communication, media, and technology; arts and cultural traditions.

FNAR 6308 (3). CREATING TRUTHS. Narratives may be a way of giving flesh to the desire to know more about what it means to be human. Clearly, they are means of expressing, celebrating, and instructing others. But, stories can explore the margins of humanity as well. This course explores factual and fictional stories and how they work, how people read and appropriate what they read, and how narratives are important to everyday life. Conducted in a workshop setting, the course focuses on the analysis and the creation of stories, with in-seminar writing exercises. Interchanges between two genres (short fiction and creative nonfiction) assist in the crafting of stories in either/both genres. This course may be applied to the following curricular field concentration: creative writing.

FNAR 6309 (3). ART OF THE RENAISSANCE IN ITALY. This course explores painting, architecture, and sculpture during the Italian Renaissance, from its beginning in the early 14th century through the high Renaissance in the 16th century. Major artists and their works are discussed within their cultural contexts, and focus is given to technique, stylistic influence, and iconographical developments. This course may be applied to the following curricular field concentrations: humanities; arts and cultural traditions.

FNAR 6313 (3). APPROACHING CONTEMPORARY ART, FACING THE MILLENNIUM: 1980–2010. This course encompasses the 30 years of contemporary art straddling the turn of the century, 1980–2010. The art combines materials, methods, concepts, and subjects that challenge traditional boundaries and defy easy definition. Students witness ever-growing, new ideas developed by adventurous, mostly young artists worldwide. Contemporary art is the art of today produced by artists living in the 21st century. It is a window on contemporary society that helps people understand the world and themselves. This course may be applied to the following curricular field concentrations: humanities; arts and cultural traditions.

FNAR 6314 (3). ARTHUR MILLER: ART, ACTIVISM, AND LIFE. Arthur Miller was, arguably, one of the greatest playwrights of the 20th century. In addition, he was a prolific essayist, often addressing political and social issues, as he did in his collection "On Politics and the Art of

Acting." The course examines Miller's art through a variety of plays, including "All My Sons," "Death of a Salesman," and "The Crucible," and it examines his activism and social conscience through his writing and life experiences. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions; American studies.

FNAR 6315 (3). CREATING THE MEMOIR. The memoir, a subgenre of creative nonfiction, explores the methodologies for writing about the self. Through the analysis of existing memoirs, suggested strategies for such writing, and a hands-on workshop setting, this seminar enables students to tell their stories. This course may be applied to the following curricular field concentration: creative writing. Repeatable for credit.

FNAR 6316 (3). ON BEING FUNNY: PHYSICAL COMEDY AND BEYOND. Explores the roots of comedy and asks what it is – historically as well as currently – that makes people laugh. Using commedia dell'arte and the European clown as a basis, the course researches and recreates physical comedy from its classical expressions to modern versions in film and television. Individual performance assignments complement the research and scholarship. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions.

FNAR 6317 (3). THE ART OF THE BAROQUE. This course examines European painting, sculpture, and architecture of the 17th century, beginning with the foundation of the Baroque in Italy and traveling to France, Spain, and the Netherlands. Students study masterpieces by Bernini, Caravaggio, Poussin, Velazquez, Rubens, Rembrandt, and their contemporaries, explaining their significant contributions in terms of style and subject matter. For full interpretation, the works are discussed within their historical context, paying particular attention to patronage, the religious milieu, and the social position of the artist. Topics include the Counter-Reformation and Protestantism; the status of women artists; the emergence of the art market; and the increase in genre painting, the still life, and the landscape. This course may be applied to the following curricular field concentrations: humanities; arts and cultural traditions.

FNAR 6322 (3). MODERN MOVEMENTS IN EUROPEAN AND AMERICAN PAINTING. Beginning with realism and impressionism, this course traces the development of the avant-garde through such modern styles as expressionism, cubism, futurism, Dadaism, surrealism, abstract expressionism, pop and op art, and photo realism. Readings about the works of representative artists and critics are stressed. This course may be applied to the following curricular field concentrations: humanities; arts and cultural traditions.

FNAR 6323 (3). MODERN EUROPEAN PAINTINGS IN FRANCE. (held off-campus) This course takes students in an art history tour to France. The tour explores modern French painting and the significant contributions of realism, impressionism, postimpressionism, fauvism, cubism, and the nonobjective. All lectures are delivered on-site, explaining the works of Courbet, Manet, Renoir, Degas, Pissaro, Cezanne, Ganguin, van Gogh, Matisse, Picasso, Kandinsky, Mondrian, and other artists. Highlights include special visits to artists' studios and residences. A research paper is required to receive credit for the course. This course may be applied to the following curricular field concentrations: humanities; arts and cultural traditions; global studies.

FNAR 6326 (3). SHAKESPEARE THOUGH THE EYES OF HIS CLOWNS. Present in most of Shakespeare's plays, the fool or clown character is one of the most intriguing and integral figures in Shakespeare's storytelling. Students look at the plays of Shakespeare – primarily the comedies – through the lens of the clown/fool role. Defines and investigates the importance of the clown in history, beginning with his roots in ancient Greece and in England's Saxon and medieval periods. Using specific clown/fool characters in Shakespeare's tales, students look at how the clowns pointed and how low humor mirrors the high characters, advances and explicates Shakespeare's plots, and gives insight into the politics of the polite world in Elizabethan England. Students mine Shakespeare's texts for the embedded physical comedy in specific scenes and hypothesize on how that comedy might have been played to bring Shakespeare's textual storytelling to life and to support his intent and the world of the play. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions.

FNAR 6333 (3). APPROACHING CONTEMPORARY ART: POST-WORLD WAR II, 1950–1980. This course presents art from the end of World War II to the close of the 20th century and sets the stage for students to explore new art. Students become familiar with fascinating artists, their signature styles, and their effect on the course of art history. Students also develop confidence looking at new art, enhancing their own aesthetic judgment, and enriching their

lives culturally. This course may be applied to the following curricular field concentrations: humanities; arts and cultural traditions.

FNAR 6336 (3). RENAISSANCE AND BAROQUE ART IN ITALY. (held off-campus) Presents a special opportunity to study in person many of the world's most important works of art: those produced in Italy during the Renaissance and Baroque periods c. 1300–1700. Explores the works of the Early Renaissance in Pisa, Padua, and Siena; the full flowering of the Renaissance in Florence and Venice; and the grandeur of the Baroque era in Rome. Students study masterpieces in painting, sculpture, and architecture by such creative geniuses as Giotto, Masaccio, Brunelleschi, Donatello, Michelangelo, Raphael, Leonardo, Titian, Bernini, Caravaggio, and Borromini. Defines the significant contributions made by these artists in terms of style and subject matter and, for full interpretation, discusses the works within their historical context, paying particular attention to patronage, the religious milieu, and the social position of the artist. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions; global studies.

FNAR 6387 (3). INSPIRING CREATIVE MINDS THROUGH ORIGINAL ART. Most encounters with works of art are limited to learning objective information about them – when, where, why, and by whom they were created. Seldom are visitors invited to spend thoughtful time with the works and explore their complexities, and rarely are they encouraged to discover personal connections and construct their own meanings. This course invites students to consider works of art in a variety of contexts, to learn through them, and to be inspired to think and respond creatively to them. May be applied to the following curricular field concentration: arts and cultural traditions.

FNAR 6394 (3). CREATING POETRY. In this workshop, students read and interpret a wide variety of poems, craft poetry using different poetic forms, and critique and evaluate their classmates' poems. Repeatable for credit. This course may be applied to the following curricular field concentrations: creative writing; arts and cultural traditions; humanities.

FNAR 6395 (3). THE SPECTACLE OF THEATRE. The origins, developments, and purpose of theatre. The playwright, director, actors, and designers all collaborate to shape how the audience interprets the performed word. Supporting the spoken word is an elaborate environment created by the design team in the areas of costume, scenery, sound, and lighting design. Whether the ancient Greek gore wagon or the flying rig in Spiderman, design though the eras shares many of the same traits and approaches. The course traces the origins of theatre from Greece to modern time, focusing on key moments in history to analyze the development of design and spectacle. Students get a sense of how theatre is made through the use of lecture, video, and interaction with local theatre performances. This course may be applied to the following curricular field concentration: arts and cultural traditions.

FNAR 6396 (3). TIME PAST, TIME PRESENT: STORYTELLING WITH A BACKDROP OF HISTORY. All writing reflects a backdrop of history, whether the immediate past, the personal past, or the distant past. Storytelling in fiction and nonfiction becomes richer, more dramatic, and closer to the truth when a writer researches, explores, and incorporates historical context. By mining the past for stories waiting to be told, writers spark their creativity and enhance the richness of their creations. This course combines creative writing with literary analysis and historical research to reflect the benefits of close reading, learning from the masters, exploring the presentness of the past, and enhancing the creative process.

FNAR 6397 (3). DEVELOPING THE WRITER'S VOICE: INTERMEDIATE SKILLS. Explores developing and writing longer works (e.g., short stories and scripts), giving and receiving feedback on work in progress, and using revision and editing techniques. These three areas of writing are interwoven throughout the term, culminating in a final assignment of at least 60 pages. Follows FNAR 6301 (not a prerequisite) and requires some skills in writing and developing projects. May be applied to the following curricular field concentration: creative writing.

FNAR 7350 (3). WRITING IN NATURE. This course provides students with the opportunity to explore the writing of either short fiction or poetry. The evocative natural setting of Taos serves as a reminder that nature, as setting, is at the very foundation of literature, frequently becoming a significant character itself. This reading, observing, and writing workshop includes site visits and presents students with opportunities for creating settings and characters of interest for their writing. This course may be applied to the following curricular field concentrations: creative writing; environmental sustainability.

FNAR 7352 (3). CREATING THE SHORT STORY. Students explore and create the short, short story (or flash fiction) and the longer short story. Conducted as a workshop, participants read and interpret a wide variety of short stories, craft short stories, and critique the stories written by their colleagues. The goal of the course is to move student work toward potential publication. This course may be applied to the following curricular field concentrations: creative writing; arts and cultural traditions; humanities.

FNAR 7360 (3). CREATING THE SHORT STORY. Students explore and create the short, short story (or flash fiction) and the longer short story. Conducted as a workshop, participants read and interpret a wide variety of short stories, craft short stories, and critique the stories written by their colleagues. The goal of the course is to move student work toward potential publication. This course may be applied to the following curricular field concentrations: creative writing; arts and cultural traditions; humanities. (This course may be repeated for credit.)

FNAR 7361 (3). CREATING COMPELLING NARRATIVE: WHO DID IT? WHO KNEW? WHY SHOULD A READER CARE? Writers of thrillers, literary novels, and memoirs face a common challenge: compelling readers to continue reading. Powerful narrative results from an intriguing combination of what happens, who is involved, and why the characters act as they do. Students explores how narrative techniques like conflict, suspense, character motivation, plot complications, and resolution combine to engage readers, whether used in prominent ways as in a mystery or with more subtlety in literary fiction. Through examination of classic fiction and current best sellers, students analyze effective storytelling and create compelling narratives, scene by scene. May be applied for the following curricular field concentrations: humanities; creative writing.

FNAR 7363 (3). NEW ART IN NEW MEXICO. Presents contemporary art that straddles the 21st century and sets the stage to explore new art in situ while studying at the SMU-in-Taos campus. Focuses on 50 familiar artists, their signature styles, and the ways they changed the course of art history. In particular, the course helps students develop confidence looking at new art, enhancing their own aesthetic judgment and expanding their awareness of how the southwestern environment influences artists and collectors. This course may be applied to the following curricular field concentrations: arts and cultural traditions; American studies; humanities.

FNAR 7364 (3). WRITING THE CITY. Students write short stories (perhaps beginning work toward a novel) with fictional individuals or characters living in U.S. and/or international cities selected as the primary locations for the students' writing. Addresses all elements essential to the writing of good, literary fiction, with an emphasis on the development of effective, well-developed characterization and the uniqueness of specific settings. Any city selected (e.g., Oxford, England) will have its own literary history, and this history is introduced as part of the course. This course may be applied to the following curricular field concentrations: humanities; creative writing.

FNAR 7365 (3). CREATING THE NOVEL. This seminar on the craft of writing a novel includes workshops that focus on writing exercises and the analysis of novels relative to structure, characterization, theme, and plotline and its development. Students write 45–60 pages as a ground beginning to a novel, with the primary intention of writing toward the completion of a novel. Significant reading and writing are essential to successful achievement in this seminar. May be applied to the following curricular field concentrations: humanities; creative writing.

FNAR 7366 (3). CREATING THE STAGE PLAY. Focuses on the analysis and writing of one-act plays and explores a variety of stage play types (e.g., tragedy, comedic tragedy, comedy, and one-person monologue). Seriously examines drama of all types other than the musical. Special attention is given to character, story lines, theatricality, and theme. Conducted as a workshop that includes in-seminar and out-of-seminar writing exercises, with colleague critiques geared toward the goal of developing a tightly organized one-act play. This course may be applied to the following curricular field concentrations: humanities; creative writing.

FNAR 7367 (3). THE WRITER'S VOICE. A writer's voice begins with silence, grows into sound, expands to tone, and resonates throughout narrative and style. It reflects the core identity of the writer and demonstrates an author's facility with language and storytelling. Through close reading of contemporary literary "voices" and extensive writing, students create fiction or nonfiction projects concentrating on honing the cluster of writing features that result in unique "voices." This course may be applied to the following curricular field concentrations: humanities and creative writing.

FNAR 7368 (3). SCIENCE ON THE STAGE. Science and theatre (or, more generally art) are often seen as two disparate and incompatible products of the human mind, even though both depict and study – and are inspired by – the wonders and majesty of nature, other surroundings, and the universe. To see science as merely analytical and art as merely creative is to rather simplistically stereotype the scientist ("unemotional" etc.) and the artist ("unserious" etc.). The course demonstrates the ways stage works have made various scientific discoveries accessible, entertaining, and inspiring. Includes lectures, student projects, and discussion of theatre-worthy scientists and scientific or pseudoscientific ideas/acts ranging from great and dignified to despicable. Students analyze plays and play excerpts (texts or video). This course may be applied to the following curricular field concentrations: humanities; arts and cultural traditions.

FNAR 7369 (3). CITIES, SANCTUARIES, AND TEMPLES: GREEK ART AND ARCHEOLOGY. Greek art and archaeology have inspired Western civilization for millennia, with artistic and architectural achievements that have influenced art, architecture, and culture up to the present. This course analyzes the material culture of the Greek world from the earliest Cycladic figurines, through Minoan and Mycenaean cultures, and into the period of Archaic art and the earliest temples. The great classical period of Greek art in the 5th and 4th centuries BCE is reviewed as well as the influence of Alexander the Great's conquests on the transformation of Greek art into the more inclusive culture of the Hellenistic world. This course may be applied to the following curricular field concentrations: arts and cultural traditions, global studies, and humanities.

FNAR 7371 (3). ETHICAL ISSUES IN FASHION MEDIA: FROM CATWALKS TO SWEATSHOPS. Examines fashion as a representation of modern material culture. Both personal and public, what people choose to wear on a daily basis expresses something about who they are as individuals. Students use an ethical framework to examine the multibillion-dollar fashion industry and the relationship between fashion, ethics, and the media. May be applied to the following curricular field concentrations: human rights and social justice; arts and cultural traditions; communication, media, and technology.

FNAR 7372 (3). CITIZENS, MONUMENTS, AND EMPIRE: ROMAN ART AND ARCHAEOLOGY. Students engage with the full spectrum of Roman art and archaeology, from its earliest beginnings to its latest manifestations. They explore cultural artifacts, city plans, military and urban building, temples, sculptures, coins, ceramics, and sanctuaries from the earliest habitations in Rome to Roman conquests and construction throughout the Mediterranean and Europe. They also study objects, sites, and buildings to understand the cultural and social worlds that these material remains embody. Reveals how the Romans shaped their material world to reflect their cultural and social perspectives, and how the material achievement of Rome contributes to human achievement and resonates in the world today. May be applied to the following curricular field concentrations: arts and cultural traditions; humanities; gender studies.

FNAR 7373 (3). LONE STAR ART STARS: CONTEMPORARY TEXAS ARTISTS. Presents contemporary art by Texas artists, beginning with the Lone Star regionalists in the 1930s and continuing with artists of the 21st century. Students explore regional art (this area has the third-largest artist population in the U.S.) in local galleries, museums, art spaces, and private collections. They become familiar with Texas artists, their signature styles, and their continuing maturity. Looking at new art, students enhance their aesthetic judgment and gain confidence in their own personal collecting. The course seeks to expand students' awareness of how the North Texas environment impacts artists and collectors. May be applied to the following curricular field concentrations: American studies; arts and cultural traditions; humanities.

FNAR 7374 (3). MYTHIC IMAGE IN POP MUSIC AND TECHNOLOGY. An in-depth analysis of myth, pop music, and contemporary music technology that includes an examination of the evolution of pop music to its current status in which it mimics and sometimes replaces the traditional functions of the culturally informing myth. Focuses on technology from 1877 to the present, addresses issues of myth's presence and viability in a modern world, and investigates the means by which pop icons such as Lady Gaga, Rush, and Ice-T affect local and global communities of listeners. May be applied to the following curricular field concentrations: arts and cultural traditions; communication, media, and technology; global studies; humanities.

FNAR 7375 (3). RELIGION AND THEATRE. Born in homage to divinity, theatre in the Western world has told the stories and reflected the beliefs, practices, questions, and conflicts within and among individuals, institutions, and societies for five recorded millennia. From the Osiris Passion Plays in ancient Egypt to "Angels in America" on Broadway, this course surveys great plays and the societies they reflected. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions.

HUMN 6049 (0). GRADUATE FULL-TIME STATUS.

HUMN 6100 (1). INDEPENDENT STUDY. Directed study.

HUMN 6104 (1). SACRED PLACES AND SPIRITUAL PRACTICES: RESEARCH. This course is the writing component of HUMN 6204. A 20-page research paper is submitted after the trip. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions. *Corequisite:* HUMN 6204. (SMU-in-Taos)

HUMN 6105 (1). WOMEN IN THE SOUTHWEST: RESEARCH. This course is the writing component of HUMN 6205. A 20-page research paper is submitted after the trip. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions; global studies; gender studies; American studies. *Corequisite:* HUMN 6205. (SMU-in-Taos)

HUMN 6106 (1). READING DARWIN. In this classic texts course, students read the essential chapters of "On the Origin of Species" and its sequel, "The Descent of Man" (1871), examining the care with which Darwin builds his case for speciation through natural selection, and exploring his profound and moving vision of the world of living beings. This course may be applied to the following curricular field concentrations: humanities; environmental sustainability.

HUMN 6115 (1). CLASSIC TEXTS SEMINAR. Focuses the student's attention on a single, seminal text in the humanities through close and directed reading, seminar discussion, and a final paper. Texts and topics change each term; examples include Woolf's "Mrs. Dalloway," Dostoevsky's "The Brothers Karamozov," Whitman's "Leaves of Grass," Melville's "Billy Budd," Proust's "Swann's Way," Aristotle's "Nicomachian Ethics," Twain's "The Adventures of Huckleberry Finn," Ellison's "The Invisible Man," Erdrich's "Love Medicine," Shakespeare's sonnets, and the short fiction of Poe and Welty. May be applied to the following curricular field concentration: humanities.

HUMN 6116 (1). HUMAN RIGHTS IN THE DIGITAL AGE. Explores the connections between the Internet, computer and communications technologies, and human rights. Competing forces reshaping the Internet must consider various human rights issues as cyberspace grows and becomes part of everyday life for people across the world. For example, what is the correct balance between freedom of speech and information and organizational control over the Internet? Focuses on Rikke Frank Jorgensen's research that frames the questions surrounding the Internet and human rights into four spheres: infrastructure, public sphere, culture, and medium. May be applied to the following curricular field concentrations: human rights and social justice; global studies; communication, media, and technology; humanities.

HUMN 6200 (2). INDEPENDENT STUDY. A directed study proposed by the student, under the guidance of a faculty member.

HUMN 6204 (2). SACRED PLACES AND SPIRITUAL PRACTICES. Offers travel to several aesthetically beautiful and spiritually potent sacred sites in the area around Taos, New Mexico, where the spiritual disciplines of numerous traditions flourish. Students participate in the religious and spiritual life of the Monastery of Christ in the desert in Abiquiu, the Neem Karoli Baba Ashram in Taos, the Hacienda de Guru Ram Das in Espanola, the Haidakhandi Universal Ashram in Crestone, and the Crestone Mountain Zen Center. They also have the opportunity to participate in an authentic sweat lodge ceremony led by Herman Quinones, a traditional Native-American healer. May be applied to the following curricular field concentrations: humanities; American studies. *Corequisite:* HUMN 6104. (SMU-in-Taos)

HUMN 6205 (2). WOMEN AND THE SOUTHWEST. The environment becomes the classroom as students explore the area that enthralled female artists such as Georgia O'Keeffe, inspired female writers such as Mary Austen, and attracted New York intellectual community notables such as D.H. Lawrence and Ansel Adams. Tours include the Taos Pueblo and the house that writer Mabel Dodge Luhan constructed with her Pueblo-Indian husband Tony Luhan, the Indian ruins that resemble those in which writer Willa Cather claimed to have been reborn, and the Georgia O'Keeffe Museum. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions; global studies; gender studies; American studies. *Corequisite:* HUMN 6105. (SMU-in-Taos)

HUMN 6300 (3). INDEPENDENT STUDY. Directed study.

HUMN 6303 (3). THESIS. Directed study toward thesis.

HUMN 6304 (3). TECHNOLOGY, HUMANITY, AND CONCEPTS OF IDENTITY. Explores how the use of Internet technology affects an individual's concept of identity at both personal and societal levels. Using presentations, current events, cases, and online articles, students study topics such as the digital person, digital surveillance and personal freedom, and issues of privacy in a wired world. May be applied to the following curricular field concentrations: humanities; communication, media, and technology.

HUMN 6305 (3). GREAT TRIALS IN HISTORY, THEATRE, AND FILM. Trials have inspired dramatists and intrigued audiences from ancient to present times. In this course, eight trials in history are discussed, as well as the plays or films inspired by them, examining the social, political, religious, and other forces behind the actual events and the artists' responses. This course may be applied to the following curricular field concentrations: American studies; arts and cultural traditions; gender studies; global studies.

HUMN 6306 (3). MAJOR PHILOSOPHERS OF THE 19TH CENTURY. This course studies the life, thought, and significance of major philosophers of the 19th century, including Hegel, Schopenhauer, Kierkegaard, Nietzsche, and Marx in Europe; Bentham and Mill in Britain; and Peirce and James in America. The course aims to develop the student's critical assessment of these philosophers' arguments and influence. This course may be applied to the following curricular field concentration: humanities.

HUMN 6308 (3). WOMEN'S LIVES AND WOMEN'S LITERARY TRADITION. This course examines classic texts in the American and British women's literary tradition. Students focus on how texts reflect the ideals and conflicts in the portrayal of women's lives. The course is organized in stages from childhood to old age. Students are introduced to selected modes of literary theory as a context for reading women's literature. Authors include Alcott, Morrison, Austen, Bronte, and Eliot. This course fulfills the writing intensive requirement and may be applied to the following curricular field concentrations: humanities; gender studies; arts and cultural traditions; American studies.

HUMN 6309 (3). READING POETRY. This course develops the skills of analytical thinking and reading to make students informed readers of poetry, able to take emotional and intellectual pleasure in one of the most primal art forms in the world: the patterned words, sounds, sensations, and feelings of poetry. It also develops students' skills in writing the clear, concise, evidence-based, focused, and analytical arguments necessary for graduate study. This course fulfills the writing intensive requirement.

HUMN 6310 (3). TELL ABOUT THE SOUTH: VOICES IN FAULKNER'S NOVELS. William Faulkner's novels belong to the tradition of Southern gothic, but their material is typically presented through the multiple voices of conflicting narrators. This course confronts Faulkner's divergence from most modernist writers through the exploration of several novels, focusing on their value for students as readers and citizens. Works include "The Unvanquished," "As I Lay Dying," "The Sound and the Fury," and "Light in August." This course may be applied to the following curricular field concentrations: arts and cultural traditions; humanities; American studies.

HUMN 6311 (3). OBJECTIVITY AND BIAS IN THE NEWS. This course identifies the various forces that critics say bias the news media and looks for evidence of these biases in media products. Students explicate the terms "bias" and "objectivity" and examine the different forms of alleged media bias, from the frequently cited partisan or ideological bias to the structural bias that often occurs as a result of the way newsrooms operate. This course may be applied to the following curricular field concentrations: communication, media, and technology; humanities; American studies.

HUMN 6312 (3). ODYSSEYS, ANCIENT AND MODERN. "Odyssey," a journey of exploration and discovery, is coined from "Odysseus," the adventurous Greek hero who traveled homeward to Ithaca after the Trojan War. Earlier, the word described more generally the search for meaning through trials and enlightenment in the great Mesopotamian epic "Gilgamesh." Students read selections from a number of works from this earliest epic through the modern era, and attempt to understand each within the context of its own cultural and compositional settings, as well as its larger significance in humanity's eternal quest for meaning. May be applied to the following curricular field concentration: humanities.

HUMN 6314 (3). HISTORY OF PHILOSOPHY: IDEALISM PAST AND PRESENT. In the history of philosophy, idealism is a concept used to describe the nature of reality and how life should be lived by human beings. Thus, idealism in philosophy means both metaphysics and

ethics. This course focuses on the work of four notable advocates of both types of idealism: Plato (427–347 B.C.), George Berkeley (1685–1753), Georg Wilhelm Friederich Hegel (1770–1831), and Edgar Sheffield Brightman (1884–1953). This course may be applied to the following curricular field concentration: humanities.

HUMN 6315 (3). GENDER AND SEX IN PREHISTORY. Sex and gender in past societies have been seriously studied by archeologists only in the last few decades. This course explores how and why archaeologists studied gender and sexual identities in the past and uncovers the diversity in these institutions across cultures through time. The course may be applied to the following curricular field concentrations: humanities, gender studies, and global studies.

HUMN 6316 (3). THE HUMAN EXPERIENCE: AN INTRODUCTION TO GRADUATE LIBERAL STUDIES. Introductory course for the M.L.S. program that is required of all degree-seeking M.L.S. students. Examines issues of human existence using interdisciplinary perspectives, primary readings, large-group presentations, and discussion groups. Students learn the various disciplines of human thought and problems, and they contribute to the overall knowledge of the many ways in which humans try to understand themselves and the world around them. Also, what it means to be human, including a consideration of the nature of products of human activity and the world in which humans find themselves. Includes a close look at the human condition and human creations such as social institutions, art, literature, and science.

HUMN 6318 (3). AMERICANS IN PARIS: THE LIVES AND LITERATURE OF THE LOST GENERATION. After World War I, American artists and writers poured into Paris, and the friction between the two cultures sparked some of the great arts and letters of the 20th century. This course examines works by these expatriates, their influential precursors, and their European contemporaries. In the process, the course examines modernism and its major works in painting, science, philosophy, and music. This course may be applied to the following curricular field concentrations: humanities; American studies.

HUMN 6319 (3). ETHICS AND LITERATURE. Because of their complexity and density, literary works are fruitful texts for the study of moral philosophy. The works studied in this course evoke questions about individual responsibility, free will, the nature of evil, and the resolution of conflicting moral claims. This course may be applied to the following curricular field concentrations: humanities; human rights and social justice; gender studies; global studies.

HUMN 6321 (3). INTERNATIONAL HUMANITARIAN AID IN A POST-COLD WAR WORLD. Examines modern day international responses to the emergency needs of people damaged by major natural disasters and by the multitude of inter- and intra-state conflicts that have arisen in much of the world since the end of the Cold War. This course may be applied to the following curricular field concentrations: global studies; American studies; human rights and social justice; humanities.

HUMN 6323 (3). THE PSYCHOLOGICAL AND RELIGIOUS SIGNIFICANCE OF DREAMS. Dreams may or may not contain important insights, and even messages, about human life and destiny. Or, perhaps they are merely accidental byproducts of brain activity, of no real importance to the psyche and to human development. This course explores the meaning of dreams in human experience, with particular attention to the integration of psychological and religious understanding of dream material. Includes a close look at what several orientations in psychology, and one ancient religious tradition, have to say about the significance of dreams in human experience. Opportunities are provided for students to learn basic principles of dream interpretation, which they can apply to their own dreams. This course may be applied to the following curricular field concentration: humanities.

HUMN 6325 (3). WOMEN IN MODERN LITERATURE AND FILM. This course examines the representation of women in modern literature and film from the turn of the 20th century to the present. The course begins with late 19th-century works by Chekhov and Ibsen and discusses how these works present a crisis in the cultural context of women's traditional roles. It also examines how women writers from Europe and the United States have struggled against narrow gender definitions in their writings and have tried to define women as active, autonomous, and intelligent beings. The course also looks at how women are represented in more recent European films that deal with the legacy of national socialism and that pose the question of women's historical agency. This course may be applied to the following curricular field concentrations: humanities; arts and cultural traditions; gender studies; American studies.

HUMN 6326 (3). INDIGENOUS PEOPLES' RIGHTS IN A GLOBAL ECONOMY. Provides a critical overview of present-day issues facing indigenous peoples and how they have been cate-

gorized in relation to ethnic groups, colonization, and the international system of states. Examines the current debates within the United Nations about indigenous peoples and human rights, and looks at the law and economics of colonization and emerging issues of international trade and globalization. Also, explores the relationship between jurisprudence and tribal customs in literature, history, and anthropology. This course may be applied to the following curricular field concentrations: human rights and social justice; global studies; humanities; gender studies.

HUMN 6327 (3). WOMEN IN MODERN LITERATURE. This course considers the role of women, both as characters and very creative writers, in modern short fiction, poetry, and stage plays. Works considered begin with the 19th century and conclude with the present era. This course may be applied to the following curricular field concentrations: humanities; arts and cultural traditions; gender studies; American studies.

HUMN 6328 (3). LOVE AND TRANSFORMATION. The transforming and transformative power of love has generated great literature throughout history. In this course, students study a number of works, including plays, poetry, novels, and philosophical texts from the ancient Greek world to modern American literature. The goal is to analyze and understand how authors in different times, cultures, and places use the concept of love to inspire, motivate, and reconfigure their characters' lives and the worlds they live in. This course may be applied to the following curricular field concentration: humanities.

HUMN 6330 (3). WIT AND HUMOR IN AFRICAN-AMERICAN LITERATURE. The goals of this course are to reach a better understanding of the aesthetics, cultural and historical experiences, and literary conventions of African-American writers. The focus is on traditional wit and humor in the selected works. Authors include traditional writers such as Hurston and Hughes, and contemporary writers such as Toni Morrison, J. California Cooper, and Ishmael Reed. Since African-American literature is based on oral tradition, students are expected to present individual readings and/or performances. May be applied to the following curricular field concentrations: arts and cultural traditions; humanities; American studies.

HUMN 6335 (3). THE BIBLE AND LITERARY CREATION. This study approaches the Bible from the standpoint that it is, among other things, a literary anthology, providing its readers with a cosmic vision and models of literary forms. In that sense, it is both a product of, and a means of stimulating, the imagination. The course aims to raise biblical literacy and awareness of the presence of the Bible in English and other Western literature. This course may be applied to the following curricular field concentration: humanities.

HUMN 6336 (3). PARADIGMS OF HUMANITY IN SCIENCE FICTION. Examines works in the genre of science fiction using a variety of novels, films, and short stories to question what it means to be human in relation to the alien other and the alien machine. May be applied to fulfill the writing intensive requirement for the M.L.S. program or toward the following curricular field concentration: humanities.

HUMN 6338 (3). THE FIRE OF TRANSFORMATION: EXPLORING THE MYSTICAL LIFE. This course explores how certain individuals throughout the world and during different periods of history came to have powerful and transformative spiritual experiences. Students carefully examine the ways in which different religious traditions understand mysticism. They investigate a variety of spiritual techniques designed to catalyze, deepen, and stabilize these alternate levels of consciousness. Students delve into philosophical and social-scientific analyses of the dynamics of mystical states of awareness, and they probe the metaphysical, ethical, and psychological implications of mysticism in the modern world. This course may be applied to the following curricular field concentration: humanities.

HUMN 6341 (3). THE ETHICAL IMPLICATIONS OF CHILDREN'S LITERATURE. Examines a wide range of children's literature, both historical and current, with an emphasis on building an adult understanding of the moral and cultural themes in these works. Issues of colonialism, race, ethnicity, gender, and class are confronted. Students become acquainted with different approaches to children's literature by reviewing a variety of literary criticism. This course may be applied to the following curricular field concentrations: humanities; gender studies.

HUMN 6344 (3). THE KABBALAH AND JEWISH MYSTICAL TRADITION. Historical overview of the Jewish mystical tradition, commonly known as the Kabbalah, from its inception in biblical times until the end of the 18th century. Examines how the esoteric experiences and otherworldly journeys of the mystics reflected the condition and needs of the Jewish community, helping it to sustain its identity and to affirm, develop, and hone its beliefs and practices.

Unraveling the highly symbolic, metaphoric, and allusive language of the mystical literature, students plumb its sometimes outlandish but invariably fascinating ideas about the godhead and the human soul, creation and end-time, good and evil, sin and repentance, suffering and redemption, angels and demons, and more. This course may be applied to the following curricular field concentrations: humanities; global studies.

HUMN 6350 (3). THE ART OF AFRICAN-AMERICAN STORYTELLING. This course is designed to establish the traditional roots of African-American storytelling. In tracing the roots of African-American storytelling from Africa through the diaspora, students examine the survival, uses, and importance of verbal arts in the African-American culture. The course also allows examination of cultural clashes between descendants whose experiences are disparate: one group dominated by respect for the oral tradition and the other dominated by reliance on authorized written texts. This course may be applied to the following curricular field concentrations: humanities; arts and cultural traditions; American studies.

HUMN 6351 (3). INTERPRETATION/PERFORMANCE OF AFRICAN-AMERICAN POETRY. This course is designed to extend the student's knowledge and awareness of the African-American literary, aesthetic, and folk traditions. Historical, political, and sociological factors are strong influences in African-American poetry. Therefore, selected poets are chosen from early to contemporary periods. This course may be applied to the following curricular field concentrations: humanities; arts and cultural traditions; American studies.

HUMN 6352 (3). INTERPRETATION OF FOLKLORE IN AFRICAN-AMERICAN FICTION. This course examines selected African-American novelists whose works are strongly influenced by the legacy of the African oral tradition. Students utilize selected readings to engage in lively discourse and demonstrate basic performance skills. This course may be applied to the following curricular field concentrations: humanities; arts and cultural traditions; American studies.

HUMN 6354 (3). REMEMBERING THE 1960s: CULTURE AND CHANGE. This course examines eyewitness accounts, participants' recollections, and fictional and film representations from one of the nation's most controversial decades to discover how mass media influenced cultural perceptions and how later commentators on this era have constructed nostalgic or demonized versions (e.g., it was the decade that America came unraveled or it was the dawning of the Age of Aquarius) as ammunition in continuing contests over values. This course may be applied to the following curricular field concentrations: humanities; communication, media, and technology; arts and cultural traditions; global studies; American studies.

HUMN 6356 (3). ORAL INTERPRETATION OF LITERATURE. This course introduces the student to the study of literature through performance. Based on the assumption that performance is a method of understanding and enjoying literature, the student participates in performance readings of prose, poetry, and dramatic literature. Written work is assigned, but the focus of this course is on the discovery and exploration of literature through the medium of vocal and physical performance. This course may be applied to the following curricular field concentration: communication, media, and technology.

HUMN 6358 (3). TRANCES AND DANCES: INVESTIGATIONS INTO ABORIGINAL RELIGIOUS LIFE. This course is designed to introduce students to the religious beliefs and practices of several non-Western (or pre-Western) cultures such as the Australian aboriginals, African tribal peoples, and native North and South Americans. Through readings, videos, lectures, classroom discussion, and in-class activities, students examine such phenomena as spirit possession, sacrifice, masks, shamanism, out-of-body experiences, spiritual healing, visions, and pilgrimage. Students delve into the psychological and social functions of trance, exorcism, and magic, and they explore the problems and possibilities of cross-cultural religious contact. They also seek out the hidden meanings of myths and dreams. This course may be applied to the following curricular field concentrations: humanities; global studies; American studies.

HUMN 6360 (3). PHILOSOPHERS EXAMINE RELIGION I. From antiquity to the present, philosophers have studied religion seriously. Doing so has produced a significant body of literature worthy of careful reading and reflection. This study of the viewpoints of notable philosophers regarding religion and its claims begins with an in-depth look at the four classical arguments for the existence of God and moves to a careful consideration of such key topics in the philosophy of religion as religious experience, revelation, miracle, and faith. This course may be applied to the following curricular field concentration: humanities.

HUMN 6361 (3). THE LITERATURE OF RELIGIOUS REFLECTION. This course explores how writers from the Middle Ages to the present have used poetry and prose to express their spiritual emotions and concerns. Concentrating on poetry and fiction, students look at how English and American writers have expressed their concerns with good and evil, with their relationship with God, with the shape of a Christian life in the world, and with the problems of human suffering and the mysteriousness of God's justice. Fulfills the writing intensive requirement.

HUMN 6363 (3). PHILOSOPHERS EXAMINE RELIGION II. This course builds on the foundation of HUMN 6360, continuing the study of notable philosophers on religion and its claims, and focusing on problems of evil and human destiny. HUMN 6360 is not a prerequisite for HUMN 6363; it is not necessary to take the courses in sequence. This course may be applied to the following curricular field concentration: humanities.

HUMN 6370 (3). THE LITERATE MIND AT WORK. This writing intensive course ensures that beginning M.L.S. students have mastered the critical academic skills (reading, discussion, and writing the researched argumentative essay) required to succeed in graduate liberal studies. Includes drafting, rewriting, and editing as part of the writing process. Students learn basic research techniques and styles of annotation, and review academic integrity and issues of plagiarism. Fulfills the writing intensive requirement.

HUMN 6374 (3). WRITING AND THE SEARCH FOR SELF. What are the defining moments of students' lives, and how do students incorporate the insights gained from these critical experiences into the stories they tell about themselves? Examining memoirs and autobiographies, and offering practical advice on keeping a journal and overcoming writer's block, this course is for students interested in developing a strong individual voice, one that can address issues of personal concern with the authority that comes from experience. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions; creative writing.

HUMN 6376 (3). OUR STORIES, OURSELVES. How people see themselves and how others see them are not just a matter of looking in the mirror. For better or for worse, self-image is embedded in the stories people tell about themselves, both internally and in their dealings with others. Students use journal writing as a means of bringing their life stories into focus and as a tool for change, growth, and understanding, with the goal of living a more effective and happier life. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions; creative writing.

HUMN 6378 (3). LITERATURE OF THE GREAT PLAINS. Authors from Capote to Cather have been fascinated by the Great Plains. Indeed, one could argue that the Plains almost rise to the level of a character for some authors – a character complicated by the realities of a harsh and forbidding environment on the one hand, and the multilayered ambiguities of the region's myths on the other. Students examine major authors from (or who have written about) the Great Plains through two lenses: environmental history and mythology. May be applied to the following curricular field concentrations: humanities; environmental sustainability; American studies.

HUMN 6395 (3). NEWS IN THE DIGITAL AGE: FROM TRADITIONAL MEDIA TO CITIZEN MEDIA. Examines the impact of digital technology on news and the free flow of information in a democratic society. Reviews the evolution of American journalism from its founding to its current-day forms. Also, the standards and practices of journalism for traditional media (print, radio, and television) and new media (online reporting, blogging, video and/or audio podcasts, live streaming, and Web-feed formats such as RSS feeds). Students discover how the different technological methods of news distribution affect who does the coverage, what is covered, who is reached, and why these are important. May be applied to the following curricular field concentrations: communication, media, and technology; humanities; American studies.

HUMN 6396 (3). LITERATURE AND THE CULTURE OF DISABILITY. Students examine issues of disability from literary, cultural, and philosophical perspectives. They grapple with current debates in disability studies within a variety of contexts. May be applied to the following curricular field concentration: humanities.

HUMN 6397 (3). EDUCATING TROUBLED YOUTH IN AMERICA. Through fiction, nonfiction, and film, this course examines the paired problems of adolescence and education in America.

HUMN 7300 (3). THESIS. Directed study toward thesis.

HUMN 7301 (3). GREEK MYTHOLOGY AND LITERATURE. This course examines the myths and legends of Ancient Greece through ancient poetry and plays. It is through myth that ancient societies examined their most complex questions about the relationships between gods and men, the nature of mortality, war and peace, glory and ignominy, and suffering and happiness. Ancient myths changed over time, manipulated by each generation and by innovative artists, to address new questions and to answer old questions in new ways. Students read the most important literary sources for Greek myth and discuss the roles of these works in ancient Greek cultures and their legacies across time. May be applied to the following curricular field concentration: humanities.

HUMN 7302 (3). TRANSNATIONAL TRADITIONS. This comparative course, which focuses on the 20th- and 21st-century novel in the U.S. and Latin America, offers students the opportunity to think about the literary traditions of the Americas from a transnational perspective. Chosen novels address issues or themes central to the experiences of many different nations in the Americas and highlight the movements of their protagonists between one American nation and another. May be applied to the following curricular field concentrations: humanities; American studies; global studies.

HUMN 7303 (3). THE CULTURAL POLITICS OF POP, ROCK, AND RAP. Uses the prehistory and history of rock and roll as a means to explore American and transnational histories. Topics include the black diaspora, minstrelsy, the Great Migration, the Black Atlantic, youth culture, the sexual revolution, student uprisings, the civil rights movement, consumerism, and rock as oppositional in culture.

HUMN 7304 (3). MIDDLE EASTERN AMERICAN LITERATURE. Middle Eastern Americans are creating a tributary into the mainstream of American culture. Poets, playwrights, fiction, and nonfiction writers are sharing with U.S. audiences their perceptions and experiences of heritage and new beginnings, and their creative imaginations. This course offers students the opportunity to cross this new bridge into multicultured America.

HUMN 7311 (3). CAPSTONE: LIBERAL STUDIES. The capstone course is required of all M.L.S. students not undertaking a thesis. Conducted as an independent directed study, it is the last course of a student's program for the M.L.S. degree. Students earning a concentration must pursue a capstone project related to the curricular field area of their concentration. One month in advance of their last term, students must choose a faculty member with whom to work and – in consultation with that faculty member – propose to the M.L.S. director and Simmons School dean their topic and/or project. Students have a choice among the following capstone options to satisfactorily complete their degree program and to prepare for further graduate work: the portfolio project, the graduate project, an internship and/or service experience, or a creative project.

HUMN 7312 (3). ISLAM IN STATE AND SOCIETY. The emergence of "political Islam" as a movement both to reform dominantly Muslim societies and to transform their relationship to non-Muslim nations has had a growing impact on American impressions of Islam and on U.S. foreign policy toward Muslim countries. Topics include the emergence of contemporary Islamic movements as they relate to the evolution of Muslim states and societies, the historical rise of Islamic states and societies and the classical Islamic legal reasoning that justifies and shapes them, and the emergence of contemporary Muslim discussions about the relationship of Islam to state and society in the modern context. Also, the issues that surround Muslim minorities in non-Muslim states and societies and the rights of non-Muslims in dominantly Muslim states and societies. Important to this exploration is an understanding of human rights, gender, democracy, and economic structures in contemporary Islamic thought. May be applied to the following curricular field concentrations: humanities; global studies; gender studies; human rights and social justice.

HUMN 7315 (3). RELIGIONS OF ASIA. Since the first encounters of Europeans with India, China, and Southeast Asia, Westerners have been challenged by the philosophies, religions, and worldviews of Asia. Over the centuries, they have become, for many, new ways of thinking about the possibilities of being human and understanding the world. This course surveys Hinduism, Buddhism, and Chinese religions. Students are offered the opportunity to understand more fully the worldviews of traditional Asian societies, the ways in which their religions have met the spiritual and social needs of their adherents, and their present growth and relevance outside Asia. Through lectures and readings, students journey through these worldviews, learn the stories and rituals in which they are expressed, and discover the ways in which they function in

individual lives and the societies as a whole. Includes visits to Hindu and Buddhist religious communities in the Dallas area, as well as meetings and discussions with their members and leaders. May be applied to the following curricular field concentrations: global studies; humanities; human rights and social justice.

HUMN 7320 (3). LESBIAN AND GAY LITERATURE. Focuses on the manifold ways same-sex love and desire have been represented in literature from ancient times through the present. Tracing the persistence of classical and biblical views and the rise of modern models of sexuality, the course follows ideas from Plato, the Bible, medieval poetry, Shakespeare, Oscar Wilde, and Freud that frame the work of gay and lesbian writers today. May be applied to the following curricular field concentrations: gender studies; human rights and social justice.

HUMN 7333 (3). READING PLATO IN GATSBY. Plato's "Symposium" and Petronius' "Satyrica," two seminal texts of classical literature, have greatly influenced later texts, both philosophical and literary, in many ways. Students consider the influence of "Symposium" and "Satyrica," separately and jointly, on three important works of fiction of the late 19th and early 20th centuries: Henry James' "Daisy Miller," F. Scott Fitzgerald's "The Great Gatsby," and Evelyn Waugh's "Vile Bodies," in order to analyze how these modern writers use classical themes and models to present and articulate contemporary issues and concerns. May be applied to the following curricular field concentration: humanities.

HUMN 7335 (3). THE MYTHS OF OUR TIME: INTRODUCTION TO MEDIA LITERACY. Explores strategies for interpreting a variety of verbal and nonverbal languages and texts – from print ads and commercials to cable news, from political spots and game shows to church bulletins and alumni magazines, and from dress codes to supermarket displays. Students identify and analyze some of the most fundamental myths the culture employs to frame and interpret reality: myths of competition, celebrity, and happiness; the myth of fun (life as entertainment); myths of money, shopping, and the (transcendent) market; and myths of patriotism and the American dream. Students pay particular attention to the representation, in word and image, of gender, race, old age, economic class, childhood, etc. May be applied to the following curricular field concentrations: communication, media, and technology; humanities; human rights and social justice; gender studies; American studies.

HUMN 7336 (3). CREATIVITY: HISTORICAL AND PERSONAL. Through a historical analysis of aspects of the Renaissance (among the most creative of Western cultural times), this course explores methods for advancing personal creativity. Materials for the seminar are highly interdisciplinary, and the course aims to apply the ideas of creativity to each student's current interests. This course fulfills the writing intensive requirement.

HUMN 7345 (3). HOW THE PEOPLE OF THE BOOK READ IT. Presents a historical and modern perspective on how the Jewish people approach biblical text, critique it, and analyze every word with extreme care. Students experience the beauty of interpreting the text as it was really written. Covers the textual analysis methods of several rabbis and scholars, and explores how medieval rabbis Rashi and Rashbam might explain the same text differently. Topics include modern biblical criticism and archeology, how today's scholars approach biblical text at the macro and micro level, and the scholarly consensus that helps answer many of the questions posed by classical biblical commentators. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions; global studies.

HUMN 7351 (3). WAR AND LITERATURE: SOLDIERS' TALES. Explores how warfare has been represented in fiction and nonfiction, with a special emphasis on recent and contemporary wars. This course may be applied as a writing intensive course or to the following curricular field concentrations: humanities; American studies; global studies.

HUMN 7355 (3). EVIL, SUFFERING, AND DEATH IN THE NEW TESTAMENT. Explores views on evil, suffering, death, and afterlife evinced by various New Testament authors. Students deal with questions concerning who is to blame for evil, suffering, and death (if anyone); how evil, suffering, and death are conceptualized; and how this relates to the world today. May be applied to the following curricular field concentration: humanities.

HUMN 7356 (3). DARWIN IN HIS TIME AND NOW. Charles Darwin was not merely a great naturalist; he was also a compelling writer. After closely reading parts of Darwin's key works, students explore the scientific and philosophical currents that surrounded Darwin when he formulated his theory of evolution by means of natural selection. Also, reaction to his theory within the scientific community and the Victorian general public, the (sometimes questionable) application of his ideas to fields like economics and sociology, his impact on popular art and

literature, and the revival of his ideas in the modern synthesis that has energized and unified biology in the last several decades. This course may fulfill the writing intensive requirement or be applied to the following curricular field concentration: humanities.

HUMN 7357 (3). INTERCULTURAL COMMUNICATION. An overview of how differing worldviews, values, attitudes, and behaviors can affect the professional communication process as well as individual and organizational success. Students gain the skills (practical knowledge) and understanding (theoretical knowledge) needed to succeed in an increasingly international environment. Through a series of readings, reading responses, activities, class discussion, and formal papers, students experiment with and apply different concepts related to the intercultural communication process. This course may be applied to the following curricular field concentration: communication, media, and technology.

HUMN 7358 (3). JEWS AND JUDAISM IN MODERN ISRAEL. Examines the forces that shape contemporary Jewish and Israeli identity in relationship to the state of Israel, and how these forces are manifest in the political life, legal system and laws, military, social relationships, and daily life of Israelis, Jews, and non-Jews alike. This course may be applied to the following curricular field concentrations: humanities; global studies; human rights and social justice.

HUMN 7359 (3). JUST BETWEEN SISTERS: RELATIONSHIPS OF MIXED-RACE WOMEN AND GIRLS. A focus on intersectional and relational questions of first-generation African/African diasporic (black) and European (white) mixed-race women and girls through the use of novels, memoirs, and film. The intersectional questions refer to Kimberlé Crenshaw's concept of intersectionality: the ways in which race and gender interact to shape the multiple dimensions of black women's lives. Crenshaw argues that the intersection of racism and sexism operate in black women's lives in ways that a single-dimensional analysis fails to reveal. The course builds on Crenshaw's concept to explore the various ways race, gender, class, and sexuality intersect in shaping the identity of mixed-race women and girls and their relationships with other women and girls. This course may be applied to the following curricular field concentrations: American studies; gender studies; human rights and social justice; humanities.

HUMN 7360 (3). SEX, DEATH, AND IDENTITY IN MODERN CHINA. Explores some of the major social problems faced by China since the post-1978 economic reforms and examines their implications for China's future. Topics include crime, drug abuse, prostitution, HIV and AIDS, nationalist conflict, corruption, family breakdown, juvenile delinquency, and environmental pollution. The course employs materials and methods from many scholarly disciplines and traditions: anthropology, sociology, history, political science, literature, economics, and cultural studies. May be applied to the following curricular field concentrations: humanities; global studies; human rights and social justice; gender studies.

HUMN 7361 (3). SPIRITUAL AND MYSTICAL PATHS OF TODAY: A MULTIFAITH EXPLORATION. Explores spiritual and mystical writings from different religious traditions, seeking resources that may shed light on the contemporary quest for meaning and for ways of healing a wounded Earth. Examines the lives and writings of notable figures since the last century and reflects on the contents and features of their spiritual praxis and vision and how these relate to personal and global healing. May be applied to the following curricular field concentrations: humanities; global studies.

HUMN 7362 (3). THE ART OF PERSUASIVE WRITING: FROM CICERO TO CHURCHILL, MENCKEN, AND THE DAILY. Examines the power of the written word to persuade in speeches, essays, newspaper columns, and new media. Students trace and discuss the development of commentaries that have had an impact on public culture. Includes classic compositions from Roman and Greek orators, the Founding Fathers, Winston Churchill, H.L. Mencken, Martin Luther King, broadcasters Edward R. Murrow and Andy Rooney, contemporary columnists such as Maureen Dowd and Peggy Noonan, and critic/essayists such as Christopher Hitchens and David Foster Wallace, as well as recent White House speechwriters such as Karen Hughes and Jon Favreau. Students explore the structure of effective exhortations, the importance of "voice" in a memorable argument, the use of facts versus emotion, the use of humor to disarm, the value of metaphors, and the elements involved in effectively closing an argument. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions; communication, media, and technology.

HUMN 7364 (3). THE INDIVIDUAL AND THE IRRATIONAL, ANCIENT AND MODERN. The individual's relationship with the irrational has long fascinated thinkers and writers in every genre. Students read key works of literature (e.g., Greek drama, Freud, modern novels) that

consider various aspects of the individual's susceptibility to, attraction to, and management of the irrational. They study each work within the context of its time and culture, and within the context of a broader understanding of the irrational and its workings in the human mind. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions; global studies; gender studies; American studies.

HUMN 7366 (3). REACTION AND RESISTANCE DURING THE HOLOCAUST. For many generations, Jews have looked to rabbinic responsa for rulings on ethical, ritual, and legal questions. Students analyze Holocaust responsa to gain a unique view into the day-to-day challenges of Jews throughout Nazi-controlled Europe and beyond. These writings provide insight into how human beings can rise above terrible circumstances, remain true to their beliefs, make positive moral and spiritual choices, and resist tyranny. This course may be applied to the following curricular field concentrations: global studies; human rights and social justice; arts and cultural traditions; humanities.

HUMN 7367 (3). WOMEN AND MINORITIES IN THE MEDIA. Explores women, minorities, and the media with a critical eye and with an approach toward media criticism that incorporates feminist theory as well as a broader critical/cultural perspective that focuses on gender, race, class, ethnicity, and sexual orientation. Analyzing the content produced by a handful of powerful conglomerates that today comprise the mainstream media, students look below the surface of the media used for entertainment and/or information to explore what it says about the political economy, norms and values, and society. This course may be applied to the following curricular field concentrations: American studies; communication, media, and technology; humanities.

HUMN 7368 (3). GREAT HOAXES, MYTHS, AND FANTASIES: ARCHEOLOGY AND PSEUDOSCIENCE. Fantastic archaeology comprises reconstructions of the human past that do not follow the accepted rules of evidence and argument but assert that they have scientific support, use science terminology, or have claim to scientific validity. While they may seem frivolous at first, the claims of fantastic archaeologists can have a number of lasting harmful social, economic, and political effects, most frequently among indigenous or historically marginalized communities. Students examine famous examples of fantastic archaeology, strengthen their skills of logic and argumentation, increase their knowledge of world prehistory, and discover ways science can be used to promote the interests of some groups while marginalizing the interests of others. This course may be applied to the following curricular field concentrations: humanities and global studies.

HUMN 7369 (3). BUSINESS AND THE AMERICAN DREAM IN LITERATURE. Examines the evolution of the American dream in literature from the 18th century to the present. Themes include the achievement and meaning of material success in America and the impact of business and technology on character development and human values. Seeks to identify leadership qualities that enhance the realization of the American dream and the types of organizational structure and culture that support or obstruct it. Covers how the American dream is defined, delivered, and distorted. Students study forms of literature, including autobiographies, novels, plays, essays, poetry, and films. Emphasis is placed on forms of writing such as the response paper, the literary analysis, and the research paper. This course may be used to fulfill the writing intensive requirement or applied to the following curricular field concentrations: American studies; humanities; organizational dynamics.

HUMN 7370 (3). READING THE NEW TESTAMENT GOSPELS. Introduces the critical study of the Gospels and Acts using the tools of contemporary scholarship. Acquaints students with the content of these texts and develops their competence in the critical analysis and interpretation of the texts, with attention to various hermeneutical methods. May be applied to the following curricular field concentration: humanities.

HUMN 7371 (3). THE MORAL AND RELIGIOUS DEVELOPMENT OF CHILDREN AND ADOLESCENTS. Explores the development of moral and religious reasoning in childhood and adolescence, based largely on the theories of Jean Piaget, Erik Erikson, Lawrence Kohlberg, and James Fowler as well as that of psychoanalyst Ana-Maria Rizzuto, whose research concerns the development of God-ideas in early childhood. The course gives particular attention to the developmental effects of moral and religious instruction on children and adolescents before their cognitive development is sufficient for them to make their own independent assessments. This course may be applied to the following curricular field concentration: humanities.

HUMN 7375 (3). THE AFRICAN DIASPORA: LITERATURE AND CULTURE OF BLACK LIBERATION. Throughout the African diaspora, struggles for African independence in the mid-20th century had their roots in cultural awakenings such as Pan-Africanism, the Harlem renaissance, negritude, African humanism, and the black arts movement. Drawing on an interdisciplinary framework and resources, students examine the slave trade and its impact, historical figures and their thoughts, and creative expressions on evolving notions of African diasporic identity. Primary texts are supplemented by film, music, historical essays, cultural criticism, and theories from the growing field of diaspora studies. This course may be applied to the following curricular field concentrations: humanities; American studies; global studies; gender studies; human rights and social justice; arts and cultural traditions.

HUMN 7376 (3). LATIN-AMERICAN LITERATURE AND CULTURE: REVOLUTION, FEMININE WRITING, DICTATORSHIP, AND IMMIGRATION. Literature has been used as a revolutionary tool by cultures on every continent, and it has often been a catalyst for social change and political action. This course examines the relationships between writing and politics and art and politics: How does one understand what a revolution is, specifically in the context of Latin America? How has revolution been fictionalized in Latin America? What roles have the arts played in the emergence of the imaginary in the Caribbean and Latin America? How were national consolidation and social heterogeneity reconciled in the literary discourses? Students explore poetry, novels, essays, and short stories from Colombia, Cuba, Guatemala, the Dominican Republic, Mexico, Brazil, and Argentina to understand how different authors articulate their perspective about cultural, social, and political dynamics prevalent in their particular contexts. May be applied to the following curricular field concentrations: humanities; global studies; human rights and social justice; gender studies; American studies.

HUMN 7377 (3). MENTAL ILLNESS AND LITERATURE. Examines how serious psychological disorders (e.g., dissociative, bipolar, depressive, obsessive compulsive, schizophrenic) manifest in characters from selected works of imaginative literature. Analyzes the disorders' origins and effects on the thought patterns and behaviors of the characters, in isolation and in interaction with other characters. Students explore whether a character with a given disorder may have special insight, either because of or in spite of that disorder. Addresses what psychological and/or artistic resolution, if any, occurs within the context of the literary work (fiction, drama, poetry, film). Closely examines some of the literary techniques used, such as stream of consciousness and magical realism. Also, the possible relationship between a character's disorder and the creator's or author's own mental state. May be applied to the following curricular field concentrations: humanities.

HUMN 7378 (3). CULTURAL INTELLIGENCE: LEADING AND SERVING IN CULTURALLY COMPLEX SITUATIONS. Explores the emerging fields of cultural intelligence and cultural competence in the human relations and health care professions. Topics include the theoretical basis of contemporary cultural intelligence and cultural competence education, and the practical ways that cultural intelligence and cultural competence can be increased in personal and institutional development. Seminar format that uses a variety of media, personal and group exercises, and planning tools. Students increase their own cultural intelligence and explore methods of creating more culturally competent groups in a workplace environment. May be applied to the following curricular field concentrations: arts and cultural traditions; global studies; humanities.

HUMN 7380 (3). WAKING UP: THE PHILOSOPHY OF YOGA AND THE PRACTICE OF MEDITATION. Explores the philosophical and psychological foundation assumptions of the rich (and often controversial) Hindu traditions of yoga and tantra. Emphasizes theory, experience, and practice as it relates to yogic and tantric vision, energy centers, breathing techniques, modes of meditation, and gods and goddesses. Promotes understanding of the nature of selfhood and consciousness, the sacralization of sexuality and daily life, and the goal of full awakening to one's divine nature. May be applied to the following curricular field concentrations: humanities; global studies; arts and cultural traditions; gender studies.

HUMN 7381 (3). ORGANIZATIONAL COMMUNICATIONS. Provides an in-depth exploration of the theory and research underlying the discipline of organizational communication. Particular emphasis is given to the communicative approaches and processes that exist within many past and present organizational environments. The approaches and processes include classical management theory, human relations and human resources approaches, organizational systems, organizational culture, ethics and critical theory, organizational socialization, decision-making, conflict management, organizational change, leadership, emotion in the workplace,

organizational diversity, and technology in the workplace. Students explore relevant communication theory, research, and practice through lecture, discussion, and application. May be applied to the following curricular field concentrations: communications; media and technology; organizational dynamics; humanities.

Science and Culture Courses (SCCL)

SCCL 6100 (1). INDEPENDENT STUDY. Directed study.

SCCL 6200 (2). INDEPENDENT STUDY. Directed study.

SCCL 6300 (3). INDEPENDENT STUDY. Directed study.

SCCL 6303 (3). BIOETHICS AND PUBLIC POLICY. A study of the ethical dilemmas caused by rapidly changing medical technology. Issues include in vitro fertilization, reproductive medicine, stem cell research, genetic screening and manipulation, abortion, fetal tissue experimentation, use of human subjects in research, organ transplants, euthanasia, and end-of-life care. Also, public policy issues related to the allocation of medical resources. May be applied to the following curricular field concentrations: environmental sustainability; global studies; humanities; gender studies.

SCCL 6305 (3). GENETICS AND ETHICS. The curriculum provides sufficient knowledge of genetics, biology, and medical ethics so that students can intelligently discuss the issues that permeate the headlines and present profound moral quandaries for everyone. Students explore issues such as stem cell research, genetic engineering, cloning, and prenatal genetic diagnosis. Fulfills the writing intensive requirement and/or may be applied to the following curricular field concentrations: environmental sustainability; humanities; gender studies; global studies.

SCCL 6306 (3). MATTERS OF LIFE AND DEATH. Explores new developments in science that impact personal and public health and well-being. Also, the principles of morality that undergird modern biomedical ethics such as respect for autonomy, beneficence, nonmaleficence, and a sense of justice. Topics include beginning-of-life issues (assisted reproduction, abortion, prenatal diagnosis of disease, embryo selection), end-of-life issues (hastening death versus permitting to die, the right to die, assisted suicide), inherited disorders and other disabilities, allocation of scarce medical resources (vaccines, organs for transplantation), genetic modification of existing organs (gene therapy, production of medically useful products), and genetically modified food for human consumption. The questions raised by such issues and the solutions offered touch human well-being so intimately that they may truly be classified matters of life and death. The science underlying these issues is described at a level consistent with the understanding of an educated layperson not involved in a scientific discipline. May be applied to the following curricular field concentrations: American studies; global studies; human rights and social justice; gender studies; environmental sustainability.

SCCL 6312 (3). ENERGY AND ECONOMY. Examines the role of energy and economics in the development of a sustainable worldview. Surveys the fundamental sources of energy, the processes used to harness energy, and the prospects of an industrial economy dominated by fossil fuels. Also, how energy systems are woven into economic systems and how industrial capitalism began and evolved. Discusses the fundamental concepts behind sustainability (physical, philosophical, and political), with an eye to synthesizing information about the field of energetics and economic behavior in an environmentally challenged world. May be applied to the following curricular field concentrations: global studies; environmental sustainability; American studies.

SCCL 6335 (3). LITTLE BUT LETHAL: BIOLOGICAL MAN IN AN INFECTIOUS WORLD. Students study the dangers of new technology to men and women, and examine critical problems confronting humanity in an age of rapidly advancing technology, including overpopulation, malnutrition, pollution, and major diseases. May be applied to the following curricular field concentrations: environmental sustainability; humanities; human rights and social justice; global studies.

SCCL 6389 (3). THE ORIGIN AND EVOLUTION OF LIFE. Students study the biological aspects of the origin of life on Earth, the history of the subsequent evolution of animal and plant life, and the environmental and geological settings throughout the ages. Also, the mechanisms of evolution and man as an evolving biological species. May be applied to the following curricular field concentrations: environmental sustainability; global studies; humanities; human rights and social justice.

SCCL 6395 (3). ENVIRONMENTAL SUSTAINABILITY: CURRENT ISSUES IN ENERGY, POLITICS, AND ECONOMIC DEVELOPMENT. Students examine current issues in the political economy of environmental sustainability: sustainable energy systems, political influence on Americans' views of energy and environmental issues, use of the integrated systems approach to transform the energy infrastructure, and successful sustainable development. Students also develop a thesis on environmental sustainability and defend it in a research paper written over the course of the term. May be applied to the following curricular field concentration: environmental sustainability.

SCCL 6397 (3). EARTH MATTERS: AN INTRODUCTION TO GLOBAL ENVIRONMENTAL QUALITY. A focus on the environment and how people interact with it. This course explores 1) environmental quality indicators for air, water, land, and climate (while introducing the pros and cons of environmental issues); 2) anthropogenic activities, impacts, and societal drivers; and 3) various measures for environmental performance and sustainability. Includes a student research project on a country or region. Students learn through readings, research, case studies, presentations, class and group discussions, guest lecturers, and/or videos. This course may be applied to the following curricular field concentrations: environmental sustainability; global studies.

SCCL 7105 (1). WILDFLOWERS OF THE SOUTHERN ROCKIES: RESEARCH PAPER. Students enrolled for SCCL 7205 may enroll for this course, which requires writing a substantial research paper on one selected plant family studied in the former course. This course may be applied to the following curricular field concentrations: American studies; environmental sustainability; global studies.

SCCL 7106 (1). BIOTIC COMMUNITIES AND ENVIRONMENTS OF THE SOUTHWEST: RESEARCH COMPONENT. Each student brings his or her hiking shoes, hat, water container, backpack, rain gear, and sunscreen and explores the major life zones of the Southern Rocky Mountains of north-central New Mexico. In an area 7,000 feet in elevation, this course provides a wealth of field experience. Includes trips to the Fort Burgwin campus and to the Taos Pueblo, followed by trips to Bandelier National Monument, Ghost Ranch, the La Junta clear-cut forest, Trail 69, Italionalis canyon, and a longer trip to Williams Lake in Ski Valley. Takes full advantage of the rich environment of Taos, New Mexico, in order to examine the major life zones of the Southwest. Students enrolling in this course for credit must enroll in both SCCL 7206 and SCCL 7106, for a total of 3 credit hours. May be applied to the following curricular field concentrations: environmental sustainability; American studies. (SMU-in-Taos)

SCCL 7205 (2). FLOWERING PLANTS OF THE SOUTHERN ROCKIES. The Southern Rocky Mountains in north-central New Mexico are renowned for spectacular shows of wildflowers in late July and August. The various ecological zones, Alpine, Canadian, Transition, and Upper Sonoran, have a distinctive array of wildflowers allowing for an identification of plant families that is unequaled in the United States. The course introduces flowering plant families in various settings, with daily field trips to different habitats within the Sangre de Cristo Mountains. Students learn the botanical language, plant names, and classifications, and collect and mount 20 specimens for display. An additional 1 hour of credit may be earned by writing a paper on one plant family (register separately for SCCL 7105). May be applied to the following curricular field concentrations: American studies; environmental sustainability; global studies. (SMU-in-Taos)

SCCL 7206 (2). BIOTIC COMMUNITIES AND ENVIRONMENTS OF THE SOUTHWEST. Each student brings his or her hiking shoes, hat, water container, backpack, rain gear, and sunscreen and explores the major life zones of the Southern Rocky Mountains of north-central New Mexico. In an area 7,000 feet in elevation, this course provides a wealth of field experience. Includes trips to the Fort Burgwin campus and to the Taos Pueblo, followed by trips to Bandelier National Monument, Ghost Ranch, the La Junta clear-cut forest, Trail 69, Italionalis canyon, and a longer trip to Williams Lake in Ski Valley. Takes full advantage of the rich environment of Taos, New Mexico, in order to examine the major life zones of the Southwest. Students enrolling in this course for credit must enroll in both SCCL 7206 and SCCL 7106, for a total of 3 credit hours. May be applied to the following curricular field concentrations: environmental sustainability; American studies. (SMU-in-Taos)

SCCL 7301 (3). ENERGY, ECONOMY, AND ECOLOGY: FOUNDATIONS OF SUSTAINABILITY. Addresses some of today's defining challenges: the preservation of the biosphere; the transformation of the energy infrastructure; and the widespread collaboration among local and national governments, citizens, and the private sector required to address these enormous

goals. Topics include the historical, scientific, and philosophical roots of sustainability; the underlying principles of sustainability; the fundamental sources of energy and how to harness them; selected historical issues and characteristics of industrial economy; the general aspects of the biosphere and one's role in it; the current environmentally challenged world dominated by fossil fuels and industrial capitalism; how to develop a sustainable human economy based on sound philosophical and scientific methodology; and the relation between energy, economy, and ecology in human social evolution. This course may be applied to the following curricular field concentrations: environmental sustainability; global studies.

SCCL 7302 (3). CULTURE AND THE ENVIRONMENT: HUMANS IN THE NATURAL WORLD. Uses the philosophy and science of ecology as a guide to examine the evolving relationship between the environment and human culture. Explores the definition of "nature" and whether human beings are in some way separate from the natural world, with a focus on free will, human consciousness, and humanity's responsibilities in the biosphere. This course may be applied to the following curricular field concentrations: environmental sustainability; humanities.

SCCL 7303 (3). CLIMATE CHANGE AND SOCIETY. Explores the science of climate change, human activities and greenhouse gas emissions, the history of carbon and climate, carbon pollution and its worldwide effects, and possible ways to adapt to and/or mitigate the effects of climate change. Focuses on global activities and climate change strategies such as the United Nations Framework Convention on Climate Change and the Peoples' Sustainability treaties. May be applied to the following curricular field concentrations: environmental sustainability; global studies; human rights and social justice; humanities.

Social Science Courses (SOSC)

SOSC 6100 (1). INDEPENDENT STUDY. Directed study.

SOSC 6102 (1). TRAVELING THROUGH THE MIDDLE AGES. During the Middle Ages, humanity did not cease to move: to buy and sell, to explore, to work, to fight and conquer, to convert, and to escape persecution. On foot or by mule, by wagon or by boat, travelers crossed the continent of Europe, eventually reaching the Far East, sub-Saharan Africa, and the Americas. The Middle Ages started with the massive migration of the German tribes into the Roman Empire boundaries and ended with the first sea expeditions commissioned by the kings of Spain and Portugal. May be applied to the following curricular field concentration: humanities.

SOSC 6115 (1). CLASSIC TEXTS IN THE SOCIAL SCIENCES. This course focuses the student's attention on a single, seminal text in the social sciences through close and directed reading, seminar discussion, and a final paper. Texts and topics vary, and may include "The Federalist Papers," Walter Prescott Webb's "The Great Plains," Josiah Gregg's "The Commerce of the Prairies," Andy Adams' "The Log of a Cowboy," Marx and Engels' "The Communist Manifesto," and "The Autobiography of Benjamin Franklin."

SOSC 6200 (2). INDEPENDENT STUDY. Directed study.

SOSC 6300 (3). INDEPENDENT STUDY. Directed study.

SOSC 6301 (3). TERRORISM, TORTURE, AND INTERNATIONAL LAW. Analyzes the crimes of terror and torture from the perspective of international law, government, literature, culture, and philosophy. Examines the origins and development of terror and torture in literature and the legal status of rights under U.S. domestic law and international law. Also, the tensions between universal and culturally specific definitions of rights, state sovereignty, and humanitarian intervention. Looks at regulating terrorism and torture in international law in the future. May be applied to the following curricular field concentrations: humanities; global studies; gender studies; human rights and social justice; American studies.

SOSC 6302 (3). DEMOCRACY IN SOUTHEAST ASIA. Are democratic values universal? What role does economic development play in promoting democracy? Is there an alternative to the Western model of political and economic progress? These are the overarching questions this course considers as it explores how countries in Southeast Asia negotiate the paths of democratization and development. Southeast Asia's record of remarkable economic growth under diverse political regimes offers a range of fascinating case studies that challenge conventional wisdom about democracy and economic development. May be applied to the following curricular field concentrations: global studies; humanities.

SOSC 6305 (3). THE HISTORY OF TIME. The passing of time is a universal human experience, but the control, measure, and politics of time differ among cultures. This reading seminar

addresses changing perceptions of time from the rise of astronomy and astrology in the ancient Near East to medieval and Renaissance ideas of time and the development of clocks and other modern ideas and scientific theories. It concludes with an examination of the social and political consciousness of and control over time in American society. Readings incorporate the works of historians, archeologists, scientists, novelists, and poets, from the classical Greeks to H.G. Wells. May be applied to the following curricular field concentration: humanities.

SOSC 6309 (3). THE STRUGGLE FOR HUMAN RIGHTS: AMERICA'S DILEMMA. Examines certain violations of human rights within their historical context. Attention is given to the evolution of civil and human rights as entities within global political thought and practice. Students learn to recognize the use of propaganda to justify or deny violations of human rights, from torture to terrorism and from slavery to genocide. May be applied to the following curricular field concentrations: humanities; human rights and social justice; gender studies; global studies; American studies.

SOSC 6310 (3). DIGNITAS AND DECADENCE: THE SOCIETY AND CULTURE OF IMPERIAL ROME. Explores the main currents and ideas of Roman imperial society from the establishment of monarchical rule by the first emperor, Augustus, to the fall of the empire in the 5th century A.D. Students examine the profound social changes experienced by Roman society as a result of its military expansion, the incorporation of new peoples, developments in polytheistic and monotheistic religion, the spread of Stoic philosophy, and changes in the definition of Romanitas and Roman citizenship, including developments in gender- and class-based rights. May be applied to the following curricular field concentrations: humanities; global studies; human rights and social justice; arts and cultural traditions.

SOSC 6314 (3). LIVING THROUGH THE AMERICAN REVOLUTION. This course explores the social history of the American Revolution and its meaning for the many different people who experienced it. Focusing on one stage in the historical process of becoming American, the course shows how these people took part in a set of large-scale transforming events that changed the course of history and themselves. This course may be applied to the following curricular field concentrations: humanities; human rights and social justice; American studies.

SOSC 6315 (3). FROM HANNIBAL TO THE FALL OF ROME: EMPIRE AT WAR. Introduces Roman warfare and diplomacy, with special attention to Roman theories of imperialism and the just war – scholarly problems that are particularly familiar to modern Americans. Focuses on primary texts, monuments, and artifacts that illustrate Roman expansionism and military life. May be applied to the following curricular field concentration: humanities.

SOSC 6319 (3). THE MEDIEVAL CITY. Covers the historical importance and cultural creativity of the European urban tradition from the time of the Roman Empire to the end of the Middle Ages. Since the greatest achievements of human energy and talent have taken place within the urban environment, the study of cities provides a singular perspective upon European history. Follows a chronological and thematic path and leads students through the evolution of the urban settlement system, bearing in mind not only "the city of stones" but also "the living city." Discussions focus on understanding the men and women who lived in the medieval city, their ideas, and the differences between their world and the 21st century. May be applied to the following curricular field concentration: humanities.

SOSC 6327 (3). AMERICAN CITIZENSHIP. This seminar weaves together the disciplines of history, law, and political science to confront the problems of American citizenship in the past, present, and future. May be applied to the following curricular field concentrations: humanities; American studies.

SOSC 6329 (3). THE AMERICAN PRESIDENCY. Examines issues concerning the modern or postwar presidency, an institution at the center of the political system that is fascinating, perplexing, and in many senses paradoxical. Looks at a variety of perspectives and methods that can be employed to analyze the institution, and the decisions and effectiveness of specific presidential administrations. May be applied to the following curricular field concentrations: global studies; American studies.

SOSC 6330 (3). POLITICS AND FILM. Designed to use film as a vehicle for enhancing students' understanding of real-world politics and culture in the U.S., the course considers political ambition, electoral politics, the nature of political leadership, theories of decision-making, and the role of the media in politics. Also, the two faces of film: a portrayal (accurate or not) of politics, and a political act in itself. From the 1940s to the present, films have had the potential to deepen people's understanding of political change but have also raised questions as to the

political agenda of their makers, the use or misuse of history, and the extent to which filmmaking is motivated by the profit incentive and the cultural norms that govern the industry. May be applied to the following curricular field concentrations: humanities; global studies; communication, media, and technology; American studies; arts and cultural traditions.

SOSC 6331 (3). PRESIDENTIAL ELECTIONS AND AMERICAN POLITICS. Students study presidential elections in the U.S. Topics include the modern history of presidential elections, the methods used to study these contests, and the conclusions of the research community that analyzes these elections. Also, the nomination phase and the general election campaign. Provides the intellectual background necessary to follow and to understand modern presidential election campaigns and American politics generally, and looks specifically at the most recent presidential campaign or election process. May be applied to the following curricular field concentrations: global studies; American studies.

SOSC 6332 (3). IDEAS SHAPING THE AMERICAN CHARACTER I: 1607–1876. Through the biographies and writings of key early Americans, students explore the political, economic, religious, social, intellectual, and artistic ideas that have shaped the American character. Specific attention is given to the free enterprise system and democracy as twin pillars upholding the edifice of the republic. Key figures include John Winthrop, Anne Hutchinson, and John Edwards. Also, the founding members of the republic; 18th-century figures such as Tecumseh, Emerson, Thorough, and Frederick Douglass; feminists Elizabeth Cady Stanton, Sojourner Truth, and Susan B. Anthony; and Civil War figures Jefferson David and Abraham Lincoln. May be applied to the following curricular field concentrations: humanities; human rights and social justice; American studies.

SOSC 6333 (3). IDEAS SHAPING THE AMERICAN CHARACTER II: 1877–PRESENT. Through the biographies and writings of key early Americans, students explore the political, economic, religious, social, intellectual, and artistic ideas that have shaped the American character. Specific attention is given to the free enterprise system and democracy as twin pillars upholding the edifice of the republic. Key figures include Frederick Jackson Turner, Willa Cather, Eugene Debs, W.E.B. Dubois, Carrie Chapman Carr, Frank Lloyd Wright, Bob Dylan, Ronald Reagan, and Madeleine Albright. Note: SOSC 6332 is not a prerequisite for this course. May be applied to the following curricular field concentrations: humanities; human rights and social justice; American studies.

SOSC 6342 (3). AMERICA'S DEFINING MOMENT: THE AMERICAN CIVIL WAR AND RECONSTRUCTION. The modern South has yet to shake the tragedy of the War Between the States. Students examine the origins of this struggle and the reasons it continues to fascinate Americans. Also, the battles, the reasons for the North's victory, and the effect on today's South. May be applied to the following curricular field concentrations: humanities; human rights and social justice; American studies.

SOSC 6343 (3). THE POLITICS OF A CAPITALIST DEMOCRACY. For students interested in the political and philosophical questions raised by this country's system of democratic capitalism. Examines the special relationship between American democratic politics and the free market economy, as well as the rationale of free enterprise. Discusses current issues, problems, values, and criticisms of the free enterprise system. May be applied to the following curricular field concentrations: humanities; American studies.

SOSC 6344 (3). CONTEMPORARY ECONOMIC ISSUES I. Economics topics are subject to intense political, philosophical, and moral debate. How should society care for the poor? Is the current distribution of wealth and income fair? Should Americans allow jobs to be outsourced? What is the role of government in restricting or promoting business objectives? Through a combination of lectures, readings, and class discussions, students examine the theoretical basis of capitalism and its variations as a means of organizing and allocating resources. Also, the market in the context of efficiency, fairness, and moral justifications. May be applied to the following curricular field concentrations: global studies; humanities; American studies.

SOSC 6345 (3). CONTEMPORARY ECONOMIC ISSUES II. Economics topics are subject to intense political, philosophical, and moral debate. How should society care for the poor? Is the current distribution of wealth and income fair? Should Americans allow jobs to be outsourced? What is the role of government in restricting or promoting business objectives? Through a combination of lectures, readings, and class discussions, students examine the theoretical basis of capitalism and its variations as a means of organizing and allocating resources. Also, the market in the context of efficiency, fairness, and moral justifications. Note: SOSC 6344 is not a

prerequisite for this course. May be applied to the following curricular field concentrations: global studies; humanities; American studies.

SOSC 6348 (3). THE CHANGING LANDSCAPE OF POLITICAL THOUGHT. Political theory gives people ways of seeing, describing, and altering the political world. This course is an introduction to the way political thinkers do these things in the process of creating political theory. There is no single, agreed-upon definition of politics, no privileged methodology for examining politics, and no universal agreement as to the values that should shape politics. It is important to understand why this is so. The course addresses this situation and examines the questions raised by theorists such as Emma Goldman, Ayn Rand, John Locke, and John Stuart Mill. This course may be applied to the following curricular field concentrations: humanities; global studies.

SOSC 6350 (3). FIRST-PERSON AMERICAN LIVES. Since the 17th century, Americans have been telling their stories. Two of the most famous storytellers are Benjamin Franklin and Malcolm X. Students read a wide range of first-person American stories describing the authors' lives, the times in which they lived, the problems each faced, and the ways they dealt with their difficulties. Explores not only what made each of these people unique, but also what they held in common. May be applied to the following curricular field concentrations: humanities; American studies.

SOSC 6353 (3). WOMEN IN U.S. HISTORY. Surveys the history of women in the U.S. from the Colonial era to the present. Includes the diverse historical experiences of Native-American women, African-American women, immigrants, workers, girls, wives, mothers, reformers, feminists, and other women. Also, the changes and continuities over time in women's roles, status, private and public experiences, and sense of self and identity, with a focus on the ways in which gender – as a conceptual category and a system of power relations – shaped and was shaped by larger currents of social, economic, cultural, intellectual, and political change during the course of U.S. history. May be applied to the following curricular field concentrations: humanities; gender studies; human rights and social justice; American studies.

SOSC 6355 (3). AMERICA ENRAGED: FROM INTEGRATION TO WATERGATE, 1954–1974. The 20-year era spanning 1954–1974 was tumultuous, exalting, foreboding, and bewildering. A nation that had prided itself on political stability found its political system no longer capable of meeting the demands for change. A nation that had taken for granted a collective commitment to public order suddenly was stunned by the fragility of its institutions and the assault upon the values professed by the society. In this era, Americans for the first time took to the streets by the thousands, sometimes by the tens of thousands, to resolve disputes once left to the established governmental processes. May be applied to the following curricular field concentrations: humanities; human rights and social justice; American studies.

SOSC 6356 (3). CIVIL RIGHTS: THE UNFINISHED REVOLUTION. Students spend a week off-campus to focus on the history and politics of the movement that destroyed the system of racial segregation, dissolved barriers to political participation by African Americans, and influenced the culture and politics of the United States. Combines readings and classroom discussion with an extended trip over spring break to historical civil rights venues. May be applied to the following curricular field concentrations: humanities; human rights and social justice; gender studies; American studies.

SOSC 6367 (3). COMPARATIVE REVOLUTIONS: A HISTORICAL PERSPECTIVE. What is the nature of modern political revolutions? What are the conditions that tend to produce a revolutionary explosion? What are the characteristics of revolutionary leaders? Why do people follow them? By considering these and other related questions, this course provides interdisciplinary perspectives on a topic of special interest in this age of monumental upheaval and rapid societal change. While highlighting the unique or distinctive characteristics of particular revolutions, it utilizes comparative analysis to underscore the common denominators of the modern revolutionary experience. May be applied to the following curricular field concentrations: global studies; humanities; human rights and social justice.

SOSC 6376 (3). CULTURAL AND INTELLECTUAL HISTORY OF MODERN EUROPE: RENAISSANCE TO ENLIGHTENMENT. Analyzes predominant themes in the literature, philosophy, art, and music of European civilization, from the Italian Renaissance through the French Enlightenment. Emphasizes those aspects of the European heritage that have been of primary importance in shaping Western culture in the 20th century. Part one of a two-part series, but

the two courses need not be taken sequentially. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions; global studies.

SOSC 6377 (3). CULTURAL AND INTELLECTUAL HISTORY OF MODERN EUROPE: ROMANTICISM TO THE PRESENT. Explores major trends in the development of European literature, philosophy, art, and music in the 19th and 20th centuries. Primary attention is devoted to the role of arts and ideas in the shaping of the contemporary world. Part two of a two-part series; part one is not a prerequisite. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions; global studies.

SOSC 6378 (3). MOBILIZATION AND MOVEMENTS IN NONDEMOCRACIES. This course seeks answers to why and how people engage in collective action in nondemocracies. The absence of open and responsive public institutions under authoritarian regimes makes civil society a vital arena of contentious politics. Students study the many forms of mobilization and the power of mass action, explore how various movements interact with the state and the state's responses, and consider the types of popular change that may result in the state and in civil society.

SOSC 7100 (1). SPECIAL TOPICS IN HUMAN RIGHTS. The study of human rights requires a sense of history and moral courage, for no nation or society in human history has been totally innocent of human rights abuses. Examines certain violations of human rights within their historical context, and focuses on America's human rights record with regard to its own policies and its relationship to human rights violations in other countries. Attention is given to the evolution of both civil and human rights as entities within global political thought and practice. Students are encouraged to rely on reasonable evidence and critical thinking when studying these historical controversies, rather than on biased accounts or emotional arguments. Discusses special topics in the status of human rights in the world today, from torture to terrorism and from slavery to genocide. May be applied to the following curricular field concentrations: humanities; human rights and social justice; gender studies; global studies.

SOSC 7305 (3). SPECIAL TOPICS IN HUMAN RIGHTS. The study of human rights requires a sense of history and moral courage, for no nation or society in human history has been totally innocent of human rights abuses. Examines certain violations of human rights within their historical context, and focuses on America's human rights record with regard to its own policies and its relationship to human rights violations in other countries. Attention is given to the evolution of both civil and human rights as entities within global political thought and practice. Students are encouraged to rely on reasonable evidence and critical thinking when studying these historical controversies, rather than on biased accounts or emotional arguments. Discusses special topics in the status of human rights in the world today, from torture to terrorism and from slavery to genocide. May be applied to the following curricular field concentrations: humanities; human rights and social justice; gender studies; global studies.

SOSC 7308 (3). THE GREAT ENCOUNTER: HOW THE INDIANS AND EUROPEANS MET. Something absolutely without precedent in all of human history began when Christopher Columbus arrived in the Western Hemisphere: complete strangers met, with no knowledge of one another and no mental equipment for dealing with one another. Until 1492, the Atlantic Ocean had been an absolute barrier between the peoples of Europe and the New World; from then on, Europeans knew they were likely to discover previously unknown places and to find people in those places. Even confirmed evidence of life on an extrasolar planet (which would imply the development of life more or less throughout the cosmos) will be less surprising, if or when such evidence comes. May be applied to the following curricular field concentrations: humanities; American studies; human rights and social justice.

SOSC 7313 (3). ATHENS AND DEMOCRACY: THE GREAT EXPERIMENT. Covers one of the great stories of Western civilization, from its beginnings with the reforms of Draco, to its height under Pericles, to its fall and restoration at the end of the Peloponnesian War. This riveting story is explored through primary readings and other texts, slide presentations, and ongoing discussions about the form and nature of ancient democracy and its modern counterparts. This course may be applied to the following curricular field concentrations: global studies; humanities.

SOSC 7318 (3). MAN AND FOOD: NOURISHMENT THROUGH THE MIDDLE AGES. The historical role and prominence of food, with a focus on different experiences, customs, and cultural mixtures during the Middle Ages. In this nontraditional approach, students examine general elements of food history on the economic, social, and cultural level as a means for

understanding former civilizations in the western, eastern, and Mediterranean areas/regions of Europe as well as other areas. This course may be applied to the following curricular field concentrations: humanities; environmental sustainability.

SOSC 7320 (3). ALEXANDER THE GREAT: MYTH AND REALITY. Alexander the Great, one of the most charismatic figures in history, conquered the known world through a combination of brilliant leadership, masterful tactical and strategic war victories, and sheer grit and determination. He spread Greek culture all the way to India and ushered in the so-called Hellenistic era of broad Greek influence throughout the eastern Mediterranean world. Students study his life and career and consider where and how myth became reality and vice versa with this transformative figure. This course may be applied to the following curricular field concentration: humanities.

SOSC 7324 (3). THE IMPACT OF THE ARAB SPRING ON ISRAEL AND THE MIDDLE EAST. Analyzes the impact of the Arab Spring on the Islamic legal system, the Muslim religion and social order, Israel, the West, and international law. Students explore numerous areas of Islamic and Israeli law, international law, culture, crimes and punishments, economic developments, fundamentalism, and moderation. The course also focuses on human rights in the Islamic legal tradition and in all countries of the Middle East and North Africa in light of international human rights standards, and examines the Arab Spring in light of historical and present Islamic thought. This course may be applied to the following curricular field concentrations: human rights and social justice; global studies; humanities.

SOSC 7351 (3). GENDER IN A GLOBAL SOCIETY: TRADITION AND CHANGE. This course explores the cultural and social concepts of gender from a global perspective by using studies from the United States and various other countries. It presents a synthesis of a wide range of ethnographic and historical data concerning the roles of women and men in different types of societies such as bands, tribes, chiefdoms, and agricultural and industrial states. It explores various perceptions of gender issues by examining concepts and theories from fields such as health care, religion, language, fashion, and mass media.

SOSC 7354 (3). THE INTELLECTUAL HISTORY OF CAPITALISM. Explores capitalism as the defining economic system of the modern era and reviews its intellectual history. Topics include the origins of classical liberalism vis-a-vis Adam Smith and his predecessors, the French debate on limited government and virtuous materialism, capitalism's critics (Karl Marx or Leo XIII), capitalism's skeptics (Thorstein Veblen and J.A. Hobson or Joseph Schumpeter), the Austrian school and its dual legacy, the neoliberalism of F.A. Hayek, and the economic democracy of Karl Polanyi. This course may be applied to the following curricular field concentrations: humanities and global studies. It also qualifies as a course within the Free Enterprise Institute Scholarship program.

SOSC 7355 (3). THE HISTORY OF RACIAL THINKING TO 1850. Examines the history and development of racial thinking from the ancient world to the beginnings of Western anthropology in the first half of the 19th century. Students analyze early racial thinking from a rigorous historical perspective and according to a particular set of traditions and cultural circumstances. This course may be applied to the following curricular field concentrations: humanities; human rights and social justice.

SOSC 7356 (3). THE HISTORY OF 19TH-CENTURY RACIAL THINKING BEFORE AND AFTER DARWIN. Examines the history and development of Western racial thinking during the 19th century before and after Darwin's "On the Origin of Species" (1859). Racial thinking is analyzed from a rigorous historical perspective and a particular set of traditions and cultural circumstances. This course may be applied to the following curricular field concentrations: humanities; human rights and social justice; global studies.

SOSC 7358 (3). REFUGEES AND DISPLACED PEOPLE: VICTIMS OF WAR, GENOCIDE, AND ETHNIC CONFLICT. An estimated 43.7 million people are currently displaced worldwide. Of the total, 15.4 million are refugees; 10.55 million refugees are under the care of the Office of the United Nations High Commissioner for Refugees and 4.82 million are registered with the United Nations as Palestinian refugees. Some 27.5 million people are displaced internally by conflict and 837,500 are asylum-seekers. This course focuses on the causes of the massive displacement of ordinary people; the actions of those responsible for aiding them; the modern history of forced displacement; and the legal, charitable, and political structures that deal with the problem. It examines the various governments, international organizations, and private religious and secular charities that provide help to the displaced. Through the stories this cast

tells about the problems they face, students gain a greater understanding of this little-known humanitarian crisis and the people involved. This course may be applied to the following curricular field concentrations: humanities; human rights and social justice; global studies.

SOSC 7359 (3). INTERNATIONAL HUMAN RIGHTS TRIBUNALS AND COURTS POST-NUREMBURG. Examines the fairness, effectiveness, and overall merit of the various international court and tribunal models used in internal, regional, and global conflicts since World War II. Also, looks at the ways different tribunals and courts function, the interaction among the current international tribunals and courts, and the applicable law in each (including due process rights and litigation). This course may be applied to the following curricular field concentrations: human rights and social justice, global studies, gender studies, and humanities.

SOSC 7360 (3). HUMAN TRAFFICKING: GLOBAL AND PUBLIC POLICY PERSPECTIVES. Explores works by Hobbes, Locke, and Paine on the concepts of human trafficking as an infringement against natural law and human rights, which are the fundamental philosophies behind the development and existence of human rights law and laws on human trafficking (sex trafficking, forced labor, and trafficking for organ removal). Using global case studies, students examine the human trafficking network and the operation of its financial empire, instruments created to combat international and domestic human trafficking, international law, and domestic human trafficking and the role of regional and nongovernmental organizations. Also, statistics and economic theory in a supply and demand concept, and conflict theory in relation to the market system of human trafficking crimes. Students propose initiatives to correct or adjust public policy based on their analysis of current U.S. trafficking laws, public policy, and new and old initiatives for remedies. This course may be applied to the following curricular field concentrations: humanities, human rights and social justice, gender studies, global studies, and American studies.

SOSC 7361 (3). LITERATURE AND CAPITALISM. Explores how the transformation of the traditional moral economy into a modern market economy remade Western societies in the 18th and 19th centuries and then transformed the economies of the late 20th and early 21st centuries into a global society. This transformation was celebrated in classical economics and condemned in Marxian economics. It motivated the rise of human sciences, and it has been a central preoccupation of modern philosophy and theology. Less noticed, but no less significant, has been the literary exploration of the meaning of markets. The course considers several of the more significant contributions to what is an extensive literature of capitalism. Readings include Daniel Defoe's "Moll Flanders" and extracts from the "Autobiography of Benjamin Franklin," Elizabeth Gaskell's "Mary Barton," Emile Zola's "Woman's Paradise," Thomas Mann's "Buddenbrooks," and Mohsin Hamid's "How to Get Filthy Rich in Rising Asia." These readings are supplemented by a number of short stories, poetry (in particular, from the English Romantic poets), short plays (in particular, by David Mamet and Caryl Churchill), and possibly, a short film. This course may be applied to the following curricular field concentrations: humanities; global studies; arts and cultural traditions; organizational dynamics. It also qualifies for the Free Enterprise Scholarship designated for teachers.

SOSC 7362 (3). GLOBAL SPORT AND NATIONALISM. Examines nationalism from the perspective of international sports competitions, including the Olympic Games, the Asian Games, and the World Cup. Beginning with a study of nationalism and identity theories in anthropology and the social sciences, theoretical approaches are applied to the study of how countries foster and manipulate their nationalist discourse within the context of modern international sports competitions. Employs materials and methods from scholarly disciplines and traditions such as anthropology (principally), sociology, history, political science, literature, economics, and cultural studies. Students write a final paper on the topic of nationalism and sport in one particular country or region. May be applied to the following curricular field concentrations: global studies; arts and cultural traditions; humanities.

DEPARTMENT OF APPLIED PHYSIOLOGY, SPORT MANAGEMENT AND WELLNESS

www.smu.edu/apsm

Associate Professor Lynn Romejko Jacobs, **Department Chair**

Associate Professors: Lynn Romejko Jacobs, Peter Weyand. **Assistant Professors:** Scott L. Davis, Sushmita Purkayastha. **Clinical Assistant Professors:** David Bertrand, Megan Murphy. **Professors of Practice:** Susan Holland, Michael Lysko, Michael Stone. **Senior Lecturers:** Marilynn "Birdie" Barr, Brian Fennig, Donna Gober. **Lecturers:** Caitlin Anderson, Piotr Chelstowski, Takeshi Fujii, Jessica Gillaspy, Mark Rudich, Bradley Warren. **Research Professor:** Eric Bing. **Research Assistant Professor:** Jeffrey Hastings.

Department Information

The Department of Applied Physiology, Sport Management and Wellness offers both undergraduate and graduate programs. Its undergraduate programs include a major and three minors in applied physiology and sport management. Its graduate programs include a Master of Science in Sport Management and a Ph.D. in education with an emphasis in applied physiology. The department also offers personal responsibility and wellness courses; PRW courses are required of all undergraduate students as part of the University Curriculum, as well as a large selection of sports and fitness activity courses available as electives. The undergraduate and graduate programs have access to the department's two laboratories. One is an exercise physiology and biomechanics laboratory housed within Simmons Hall; the other is the Locomotor Performance Laboratory that specializes in terrestrial locomotion and in relating muscle function to metabolic energy expenditure and performance.

Doctor of Philosophy in Education. The Ph.D. in education is a schoolwide degree. Currently three areas of emphasis are available within this degree: teaching and learning, education policy and leadership, and applied physiology. For more information on this degree, students should see the description of the Ph.D. program at www.smu.edu/EducationPhD or in this catalog.

Master of Science in Sport Management

SMU's M.S.S.M. degree is designed for individuals who have a passion for the business of sport and aspire to hold senior management positions in the billion-dollar sports industry. Developed collaboratively by the Cox School of Business and the Simmons School of Education and Human Development, the full-time, one-year program is led and taught by professionals with extensive experience in a variety of sport segments, including professional leagues and teams, media and broadcasting, marketing and sponsorship, facilities, and sports equipment and apparel. The primary student audience includes business graduates, graduates of sport management programs and professionals working in the world of sport who seek to increase their skills.

The program's unique features address the needs of working professionals.

- Students enter as part of a cohort in the fall term of an academic year.
- All classes are taught in the evening and on Saturdays.
- Students are trained in evidence-based practices associated with sport management.

- The curriculum includes 17 sequenced courses and one internship that are taught in five eight-week modules over a 12-month period beginning in the fall.
  - Eight of the courses are part of the top-ranking Cox School of Business' M.B.A. curriculum.
  - Nine of the courses are taught through the Simmons School of Education and Human Development.
  - The 200-hour summer internship serves as a capstone to the program.

Curriculum and Term Sequencing

Because the M.S.S.M. program has an abbreviated academic term (eight weeks rather than the traditional 16 weeks) and because nearly half of the program's classes are offered through the Cox School of Business, the term hour load requirements for the M.S.S.M. program are different from those of other Simmons School programs.

The M.S.S.M. program has two eight-week modules in each of the fall and spring terms, and two credit hours are earned by 24 classroom contact hours in each eight-week module. Each classroom contact hour generally requires a minimum of two to three hours of advance preparation time on the part of the student. The M.S.S.M. course sequence requires that students enroll in 16 credit hours in the fall term (comprising two modules) and 17 credit hours in the spring term (two modules); a student must be enrolled in at least 10 credit hours in a spring or fall term to have full-time academic status.

Note: Course sequencing for fall and spring modules is subject to change.

FALL MODULE A

ACCT 6201 Financial Accounting
BUSE 6202 Managerial Economics
SPRT 6220 Sport Organizational Design
SPRT 6223 Sports Sponsorship

FALL MODULE B

MNO 6201 Organizational Behavior
MAST 6201 Managerial Statistics
SPRT 6224 Case Studies in Sports Sponsorship
SPRT 6227 Sports Facility Management

SPRING MODULE A

MNO 6215 Master Negotiation
SPRT 6221 Sports Law
SPRT 6225 Advanced Sport Communication
MNGT 6103 Business Presentation Techniques
STRA 6201 Strategic Management

SPRING MODULE B

SPRT 6226 Research Design in Sport Management
FINA 6201 Managerial Finance
SPRT 6222 Case Studies in Sports Law
SPRT 6228 Ethics in Sport

SUMMER

SPRT 6430 Internship (200 contact hours)

Admission Requirements

Students are admitted to the M.S.S.M. program during the fall term only. The highly selective process follows the admission standards of the Cox School of Business M.B.A. program. The M.S.S.M. admissions committee seeks a diverse group of candidates demonstrating the following attributes:

- Significant professional and life experiences.
- Strong academic capabilities, leadership potential, and interpersonal and communication skills.
- Personal qualities such as maturity, integrity, self-confidence and motivation.
- A strong commitment to learning and achievement.

Preferred applicants typically have full-time work experience, a strong undergraduate record, and competitive scores on the GMAT graduate school admission test. Applicants are required to submit the following items for admission consideration:

1. A completed application form (www.smu.edu/MS-SportManagement) and fee.
2. A cover letter and résumé.
3. An essay.
4. An official GMAT score report.
5. Transcripts from all colleges and universities attended.
6. A minimum of two letters of recommendation.

Contact Information

Master of Science in Sport Management
PO Box 750382
Dallas, TX 75275-0382
www.smu.edu/SportManagement
214-768-2205

Applied Physiology and Sport Management Courses (APSM)

APSM 7301 (3). BIOMECHANICS RESEARCH TUTORIAL. This doctoral level, seminar style course introduces students to the practice of research in biomechanics. The course begins with an introduction to the scientific method as practiced in modern experimental biology and the provision of basic background knowledge in musculoskeletal biology. Most individual classes involve students reading and critiquing original papers in the field of biomechanics to understand 1) how knowledge is acquired through experimentation and 2) how the body of working knowledge in biomechanics has been brought about by the practice of the scientific method. An emphasis is placed on the integration of knowledge across levels of biological organization and the wide array of experimental techniques that has contributed to knowledge in the field.

APSM 7302 (3). PHYSIOLOGY RESEARCH TUTORIAL. This doctoral-level, seminar-style course introduces students to the practice of research in physiology. The course begins with an introduction to hypothesis testing as practiced in modern experimental biology and the provision of basic background knowledge in systems physiology of the cardiorespiratory, nervous, and musculoskeletal systems. Most individual classes involve students reading and critiquing original papers in the field of physiology to understand 1) how knowledge is acquired through experimentation and 2) how the body of working knowledge in biomechanics has been brought about by the practice of the scientific method. An emphasis is placed on the integration of knowledge across levels of biological organization and the wide array of experimental techniques that has contributed to knowledge in the field.

Sport Management Courses (SPRT)

SPRT 6049 (0). GRADUATE FULL-TIME STATUS. Allows graduate students full-time status without credit.

SPRT 6220 (2). SPORT ORGANIZATIONAL DESIGN. Covers sport organizational design alternatives and their relationships to corporate objectives, with a focus on theoretical models of organization and their efficacy in meeting the needs of modern sport organizations. Examines contemporary issues and their impact on organizations.

SPRT 6221 (2). SPORTS LAW. Enables students to expand their knowledge of some of the laws, rules, and regulations that apply to the sport industry and affect the work-setting of sport organizations. Covers sports law issues in professional and amateur sports, including tort and contract law, Title IX, drug testing, NCAA compliance, and the role of amateurism and agents.

SPRT 6222 (2). CASE STUDIES IN SPORTS LAW. Addresses the often unique manner in which substantive law applies to the business of sports, with a focus on case law such as anti-trust law, constitutional law, contract law, intellectual property law, Title IX, and tort law.

SPRT 6223 (2). SPORTS SPONSORSHIP. Students gain an understanding of sports sponsorship, sponsor prospecting, sponsor needs, and the financial implications of sponsorship decisions. Includes an overview of various sports marketing strategies used in meeting the needs of consumers and the ways sport is used in the marketing of sport-related products.

SPRT 6224 (2). CASE STUDIES IN SPORTS SPONSORSHIP. Covers the process and rationale of corporate sponsorship, sponsor needs, and the financial implications of sponsorship decisions. Evaluates the use of various sponsorship techniques that allow corporations to most effectively utilize sponsorship as part of their integrated marketing and communications strategy.

SPRT 6225 (2). ADVANCED SPORT COMMUNICATION. Recognition and insightful resolution of ethical dilemmas confronting modern sport organizations. Students apply public relations and sport communication theory in a community-based project where they serve as public relations consultants.

SPRT 6226 (2). RESEARCH DESIGN IN SPORT MANAGEMENT. Concepts and skills needed to effectively read and apply research in sport management to real-world problems.

SPRT 6227 (2). SPORTS FACILITY MANAGEMENT. Concepts of sports facility planning, organizational development, and operations management. Provides an advanced overview and dissemination of the sport facility management industry. Topics include strategic planning, budgeting, staff management, marketing, revenue development, and operations.

SPRT 6228 (2). ETHICS IN SPORT. Recognition and insightful resolution of ethical dilemmas confronting modern sport organizations.

SPRT 6430 (4). MASTER OF SCIENCE IN SPORT MANAGEMENT INTERNSHIP. This 200-hour internship provides an experiential learning opportunity in the sports industry and the ability to apply concepts learned in the classroom to real-world settings.

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Doris Baker, *Assistant Professor of Teaching and Learning,* Ph.D., Oregon

B. Harold Barkley, Jr., *Clinical Associate Professor of Dispute Resolution and Counseling,* Ph.D., North Texas

Robert Barner, *Lecturer of Dispute Resolution and Counseling,* Ph.D., Fielding Institute

Marilynn Barr, *Senior Lecturer of Applied Physiology and Wellness,* Ph.D., Texas Woman's

Ann Batenburg, *Clinical Assistant Professor of Teaching and Learning,* Ph.D., Iowa

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David Bertrand, *Clinical Assistant Professor of Applied Physiology and Wellness,* M.S., Baylor

Eric Bing, *Research Professor of Applied Physiology and Wellness,* M.D., Harvard

Watt Lesley Black, Jr., *Clinical Associate Professor of Education Policy and Leadership,* Ph.D., North Texas

Julia Bore, *Clinical Assistant Professor of Teaching and Learning,* Ph.D., North Texas

David J. Chard, *Professor of Teaching and Learning,* Ph.D., Oregon

Piotr Chelstowski, *Lecturer of Applied Physiology and Wellness,* M.A., M.S., Warsaw

Scott L. Davis, *Assistant Professor of Applied Physiology and Wellness,* Ph.D., Utah

Karla del Rosal, *Assistant Professor of Teaching and Learning,* Ph.D., Colorado (Boulder)

Deborah Diffily, *Associate Professor of Teaching and Learning,* Ph.D., North Texas

Sherril English, *Clinical Assistant Professor of Teaching and Learning,* M.S., Texas A&M

Brian Fennig, *Senior Lecturer of Applied Physiology and Wellness,* M.L.A., M.Ed., SMU, Stephen F. Austin

S. Kiersten Ferguson, *Clinical Assistant Professor of Education Policy and Leadership,* Ph.D., Texas (Austin)

Takeshi Fujii, *Lecturer of Applied Physiology and Wellness,* Ed.D., Missouri-Columbia

Leanne Ketterlin Geller, *Associate Professor of Education Policy and Leadership,* Ph.D., Oregon

Jessica Gillaspy, *Lecturer in Applied Physiology and Wellness,* M.S., West Florida

Amy Gillespie, *Assistant Professor of Teaching and Learning,* Ph.D., Vanderbilt

Betty Iglesias Gilmore, *Lecturer of Dispute Resolution and Counseling,* Psy.D., Alliant International

Donna Gober, *Senior Lecturer of Applied Physiology and Wellness,* Ed.D., Lamar

Michael S. Harris, *Associate Professor of Education Policy and Leadership,* Ed.D., Pennsylvania

Gail Hartin, *Clinical Professor of Education Policy and Leadership,* Ph.D., North Texas

Thomas L. Hartsell, *Clinical Associate Professor of Dispute Resolution and Counseling,* J.D., Michigan State

Jeffrey Hastings, *Research Assistant Professor in Applied Physiology and Wellness,* M.D., Texas

Susan Holland, *Professor of Practice in Applied Physiology and Wellness,* M.A., Gonzaga (San Francisco)

Lynn Romejko Jacobs, *Associate Professor of Applied Physiology and Wellness,* Ph.D., Texas Woman's

Akihito Kamata, *Professor of Education Policy and Leadership,* Ph.D., Michigan

Margaret Keeling, *Clinical Assistant Professor of Dispute Resolution and Counseling,* Ph.D., Texas Tech

Caroline Kethley, *Clinical Assistant Professor of Teaching and Learning,* Ph.D., Texas (Austin)

Charles B. Knibb, *Research Professor of Teaching and Learning,* M.D., Temple

Michael Lysko, *Professor of Practice of Applied Physiology and Wellness,* M.S., Indiana

Patricia Mathes, *Texas Instruments Endowed Chair in Evidence-Based Education and Professor of Teaching and Learning,* Ph.D., Vanderbilt

Gay McAlister, *Clinical Associate Professor of Dispute Resolution and Counseling,* Ph.D., Texas Woman's

Michael McLendon, *Annette and Harold Simmons Centennial Chair and Professor of Education Policy and Leadership,* Ph.D., Michigan

Nancy Montgomery, *Clinical Associate Professor of Teaching and Learning,* Ed.D., Texas A&M (Commerce)

Megan Murphy, *Clinical Assistant Professor in Applied Physiology and Wellness,* Ph.D., North Texas

Chalie Patarapichayatham, *Research Assistant Professor of Education Policy and Leadership,* Ph.D., Chulalongkorn (Bangkok)

Rosemary Perlmeter, *Clinical Associate Professor of Education Policy and Leadership,* J.D., SMU

John Potter, *Clinical Assistant Professor of Dispute Resolution and Counseling,* O.D., Indiana

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Robert Rouse, *Clinical Assistant Professor of Teaching and Learning,* Ph.D., Vanderbilt

Edita Ruzgyte, *Clinical Associate Professor of Dispute Resolution and Counseling,* Ph.D., Texas Woman's

Mark Rudich, *Lecturer of Applied Physiology and Wellness,* M.S., Baylor

Brandy Schumann, *Clinical Assistant Professor of Dispute Resolution and Counseling,* Ph.D., North Texas

Milan Sevak, *Clinical Assistant Professor of Education Policy and Leadership,* Ed.D., Harvard

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Karen Vickery, *Lecturer of Teaching and Learning,* Ed.D., Texas A&M (Commerce)

Candace Walkington, *Assistant Professor of Teaching and Learning,* Ph.D., Texas (Austin)

Paige Ware, *Associate Professor of Teaching and Learning,* Ph.D., California (Berkeley)

Bradley Warren, *Lecturer of Applied Physiology and Wellness,* M.S., West Virginia

Beverly Weiser, *Research Assistant Professor of Teaching and Learning,* Ph.D., SMU

Peter G. Weyand, *Associate Professor of Applied Physiology and Biomechanics,* Ph.D., Georgia

Lori S. White, *Clinical Professor of Education Policy and Leadership,* Ph.D., Stanford

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