

Final Report
Dedman and Dallas Committee
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SMU has a long history of engagement with the greater Dallas community as a core component of its educational mission. This engagement has been codified in the SMU mission statement, which asserts that:

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.

Community Engagement is also vital to the Dedman College strategic plan, which proclaims that:

Dedman College commits to the promise and reality of a liberal arts education as essential preparation for life and career. Through both discipline-based and interdisciplinary learning, Dedman College students gain the analytical, creative and practical skills necessary for professional success and personal growth in a rapidly changing world. Our focus is educating the whole person and preparing students to be passionate, self-reflective, globally aware and civically engaged leaders and citizens.

The College serves Dallas by stimulating a rich intellectual and cultural life for the community, partnering with a wide range of local organizations and contributing to the prosperity and dynamism of a rising global city.

This committee worked to investigate how these commitments are being realized within the college, and how they may be better facilitated.

I. Community Engagement in Dedman College

Dedman College commits to the promise and reality of a liberal arts education as essential preparation for life and career. Through both discipline-based and interdisciplinary learning, Dedman College students gain the analytical, creative and practical skills necessary for professional success and personal growth in a rapidly changing world. Our focus is educating

the whole person and preparing students to be passionate, self-reflective, globally aware and civically engaged leaders and citizens.

There are many programs throughout Dedman which actively support the strategic plan's stated goal that the college encourage discipline based training, interdisciplinary learning, and opportunities to gain analytic, creative and practical skills which are then tested and honed in local contexts.

A. Academic Service in the Community

Dedman excels at providing students with opportunities to gain, test, and apply knowledge in community contexts. We provide a full listing of community programs and academic classes at the end of this document. Of special note, however, are the following programs and areas:

- The Center for Academic-Community Engagement [ACE], currently run by J. Michael Cruz in the Sociology Department, provides students of any major with various opportunities for engaging with the Dallas community. These opportunities include: ACE Fellowship, ACE House, ACE/CEL Alternative Break, ACE work study, ACE volunteerism, and ACE Service Learning courses. ACE Service Learning courses combine coursework with volunteer opportunities and the ACE works study program provides federally funded work study positions with Dallas non-profit organizations. Examples of the Center's impact include the fact that since 2001, 938 students have enrolled in the five courses which are offered regularly as part of the program; additionally, work study placements account for 6.6% of all federally funded work study at SMU. Students living in the ACE house are integrated into a neighborhood off campus.
- Internships and Practicums with more than 30 area agencies, offered as upper-level courses, allow students to use and hone their academic skills in real-world situations for the betterment of the greater Dallas community. Sponsoring partners include Univision, the US-Mexico Chamber of Commerce, Advocates for Community Transformation, Parkland Hospital, North Texas VA, the Dallas County Probation Department, the Dallas Independent School District, and many others.
- Service/Engaged-Learning Courses. While there has been no formal definition of service- or community-engaged learning courses (see section 2), they have been an integral part of the curriculum in Dedman College. These courses are an integration of disciplinary content and community needs such that students have direct contact with members of a community and community members have direct contact with students. Courses are designed so that students understand the community in which they work in

local, global, and academic contexts; and so that community members benefit from collaborative activity.¹

There are 20 courses in the Dedman curriculum which offer service/community-engaged learning components, and these have served more than 2,739 students since 2001.² Partner agencies have included the Writers Garret, Saint Philip's School, Lighthouse, the Interfaith Housing Coalition, Saint Edward Catholic Church, Saint Matthew's Episcopal Cathedral, the Jubilee Park Community Center, the Jewish Community Center, the City of Dallas Mayor's Office, Resolana, Junior Achievement, Statslice, the Lee Park Conservancy, the Aberg Center for Literacy, and several others. Several of these classes have been recognized in *SMU Magazine*, *The Dallas Morning News* and in other media outlets.

- One-time projects through Dedman departments or through university programs. Examples include approximately 20 Engaged Learning projects students conduct in Dallas every year which are sponsored by Dedman faculty. A white paper written by undergraduate students and guided by a Religious Studies graduate student on the Ethics Design Team sponsored by the Maguire Center addressed food deserts in South Dallas. The paper, based on research in a South Dallas high school, remains one of the top ten downloaded papers in the SMU Digital Repository two years after it was posted.

B. Focus on Community Outreach and Engagement

The College serves Dallas by stimulating a rich intellectual and cultural life for the community, partnering with a wide range of local organizations and contributing to the prosperity and dynamism of a rising global city.

Dedman has a rich variety of programs which both contribute to the intellectual life of the city of Dallas, and which also contribute to the prosperity and dynamism of the city. These include educational outreach programs, community enrichment programs, and volunteerism.

1. Educational Outreach Programs

Dedman College as a whole, and our science programs in particular, are very active in training Dallas children and teachers. Dedman departments run two science-oriented summer camps, a physics circus, and a regional science fair and workshop, and they reach DISD, HPISD and most other school districts in Dallas and surrounding counties, as well as with the Catholic Diocese of Dallas and several independent private schools. Three departments are involved in scientific training for more than 100 teachers annually. In addition, faculty and graduate students

¹ This definition is proposed by Susan Kress and Jill DeTemple as one we may want to adopt. There is no consensus as to what to call these kind of courses. Several faculty are uncomfortable with the term "service learning" as they feel it connotes students giving to a community and does not accurately reflect what the community gives to students. Others feel that it is a technical term, that while imperfect, is more widely recognized and should therefore be utilized.

² These numbers exclude courses in Statistics, which we were unable to separate in a Registrar's pull.

from five departments are regular judges at science fairs, as well as for the Highland Park Literary Festival and the Dallas Philosophers' Forum.

2. Community Enrichment

Dedman College Departments sponsor more than a dozen regular lectures open to the public every year. Topics range from Southwest History to Geophysics to Jewish and Biblical Studies. The Earth Sciences Department and Statistics also sponsor Symposia and Institutes which draw some interest from the greater Dallas community.

3. Volunteerism

Faculty in Dedman College volunteer at more than 30 Dallas organizations, including Habitat for Humanity, the SPCA, the Aberg Center for Literacy, Catholic Charities and many more. Students in Dedman College are also active volunteers in Dallas, volunteering for more than 30 Dallas organizations through more than 20 campus organizations, including Mustang Heroes, Big Brothers/Big Sisters, various Greek life philanthropies, and SMU's Alternative Spring Break, Big Ideas and Engaged Learning programs.

In addition to the activities listed above, programs housed in Dedman College - such as the Asian Studies program, the Embrey Human Rights Program, and Women's and Gender Studies Program and Dedman College institutes and centers frequently engage in programming that brings the Dallas community onto campus, and which send students and faculty out into the community.

All of this verifies that Dedman is indeed living up to its stated mission of training our students holistically while enriching the Dallas community.

II. Recommendations

While it is the conclusion of the committee that Dedman is actively engaged with Dallas in the ways outlined above, we make several recommendations in response to obstacles to engagement that came to light as we did our research, as well as in response to practices of our peer institutions.

A. Establish Outreach Offices for Each of the Dedman Divisions

Outreach offices would act as a virtual hub to connect Dedman departments with the community.

- Many faculty who responded to our initial survey and then to follow-up questions expressed that while interested in community outreach, they had not been adequately trained to engage in it nor did they have the necessary community contacts. These

impediments to community engagement are not unique, and have been documented by researchers.³

- Outreach offices would build on existing programs, rather than starting in entirely new directions, and bring those programs into conversation so that they would raise profiles, pool resources, raise funding, improve access to outreach programs for SMU faculty and students, and enhance community access. One important function of the outreach centers would be to connect faculty interested in community outreach with appropriate community organizations, as well as training in best practices for community work.
- The outreach offices may also serve as mechanisms to standardize definitions for service-/community-engaged learning courses which currently operate ad hoc, without any oversight, and without a universal definition of their goals, partly because engaged learning programs and volunteer activities for students are currently split in their oversight between the Engaged Learning Office, at the university level, and Residence Life. Creating Dedman outreach offices would give the college more control of these activities at the classroom and department level, while still being open to partnerships through RLSH and the Engaged Learning office. Operating at the College level would also allow a recognition that community-engaged/service-learning courses and other outreach activities require time, effort and resources above normal on the part of instructors. Some way to quantify this for tenure and promotion is vital for faculty involvement, as is some pool of resources upon which faculty can draw in order to implement programs.

B. South Dallas Focus

We believe that an effective way of positioning Dedman College within Dallas is to focus its expertise on a particular sector within the city. As Simmons and Meadows have already focused their attention on West Dallas (and received considerable media attention for so doing), any Dedman-based community endeavors within this sector would probably receive minimal recognition for Dedman on campus and within the Dallas community. Therefore, we suggest that Dedman focus its expertise on the Southern sector of the city. This has a number of advantages:

1. There is already considerable interest in improving the Southern Sector among powerful interests within the city. Leading the way in this is *The Dallas Morning News*, which has received a Pulitzer Prize for its articles on South Dallas. The paper regularly runs articles and editorials on ways to bridge the so-called “North/South Divide.” Focused faculty and student participation in Dedman-based South Dallas initiatives would undoubtedly garner considerable media attention and generate interest in the College independent of any initiatives by the other colleges and the University in general. Dedman can build on alliances already formed with Dallas south agencies (Habitat for Humanity, The

³ Ecklund EH, James SA, Lincoln AE (2012) How Academic Biologists and Physicists View Science Outreach. PLoS ONE 7(5): e36240. doi:10.1371/journal.pone.0036240

Wilkinson Center, etc.) and establish new partnerships with agencies and interests in need of Dedman expertise.

2. We believe that an effective way to engage Dedman College with the community is to do what we do best, rather attempting to replicate programs and initiatives already located in other SMU colleges. We believe we should target teachers in our fields of disciplinary expertise rather than their students. To this end, Dedman might establish a Summer Institute for area high school teachers, similar to NEH seminars. A Dedman Summer Institute would get faculty experts in to enrich local teachers, providing them with up-to-date paradigms within their fields.

Members of the committee would be available to help develop and pursue these initiatives further if the Dean wishes.

Appendix – Community Engagement by Department, Courses, Student Activities

Academic Departments and Programs

Academic departments are the home to many programs which intersect with the greater Dallas community, and also to faculty who research, lecture, and teach in various community contexts. Activities range from summer camps and internship programs to volunteer service and advocacy.

Anthropology

- Faculty members in Anthropology have conducted funded research with immigrant communities in Dallas, consulted with immigrant communities in Dallas, and also regularly lecture to various community groups. Graduate and undergraduate students engage in research projects with various groups in Dallas, and faculty have also participated in the Greater Dallas Experience class, which focuses on the city and individual neighborhoods of which it is comprised.

Biology

- Faculty members are collaborating with the Lyle School of Engineering to set up lab experiences for the SMU CSI summer camp. The goal of the camps is to highlight a variety of topics through hands-on activities focused on the key roles of science, technology and engineering in forensics and real-life problem solving. Attendance at this event is approximately 60 children (30 boys and 30 girls).
- Faculty members offer lab internships to Highland Park ISD students, as well as TAMS students (Texas Academy of Mathematics and Science). Additionally, faculty members have also lab-sponsored high school students at the Dallas Regional Science Fair as well as the *Texas State Science Fair*. Faculty members also serve as judges at science fairs.
- Faculty members are working with the Texas Regional Collaboratives to provide Texas science teachers with support systems of scientifically researched, sustained, and high intensity professional development and mentoring to assist them in the implementation of the Texas Essential Knowledge and Skills (TEKS). The program is designed to equip teachers with the necessary knowledge and skills to engage students in meaningful science learning experiences, as well as to improve students' scientific thinking, their mathematical and technological literacy, and interest to pursue science and engineering related careers. Attending are approximately 15-20 sixth to eighth grade science teachers from the Dallas area.
- The Dedman Life Science Building has served as a home base for the *Physician-Science Training Program*. Every summer, a group of some 50 13-year old minority students from all around the country come to our facilities to receive instruction in the Biological Sciences. This experience forms part of a multi-year program that gives students training in both academics and research and prepares them for a successful career in the Sciences. The department also hosted a tour for Comstock Middle School students.

- Dr. Christine Buchanan was the invited guest at the *North Dallas Vertical Team* meeting of K-12 principals, teachers, and curriculum specialists. This program was part of a DISD professional development plan called “2020 Dallas: Leadership Institute: Theory of Action in Action—The Lead Principal’s Vertical Team Sessions”. She was asked to represent the top of the pyramid (college-level science) and to respond to questions they had about improving their efforts to prepare students for college-level science coursework and how partnership or collaboration with higher education might help.
- The department also has several classes which involve a community engagement component, including internships and research classes [See appendix with class numbers included].

Chemistry

- The chemistry department participates in science fair judging, and also runs a summer camp.

Earth Sciences

- The department sponsors the Hamilton Visiting Scholar in Geophysics lecture in the fall and spring, as well as the National Earth Science Teachers Association Field Trip. They also participate in the Institute for the Study of Earth and Man, which includes symposia, industry briefings, roundtables, guest lectures and museum consultations. The department offers several internship opportunities [see appendix for class numbers].
- Graduate students made a presentation at Skyline High School entitled “Earthquakes and Tsunami,” attended by approximately 40-50 students.
- The department operates a booth at the annual CAST Meeting of the Science Teachers Association of Texas, the largest gathering of science teachers in Texas. At this booth, educational material is distributed on topics for earth and space science, as well as posters for classroom displays primarily aimed at the secondary school audience.
- Geothermal Laboratory Staff and Students have participated in: Geothermal 101 Short Course for teachers: approximately 75 people from outside SMU attended; Green Hill Elementary School Earth Day Education Program teaching a class on geothermal energy to 3rd, 4th and 5th graders to approximately 45 students, plus six teachers.

Economics

- The department has conducted funded research on food insecurity in Dallas with the Hunger Center of North Texas.
- Faculty members have provided keynote addresses to the Executive Business Forum, as well as lectures to the KPMG group and Godbey lectures.
- Faculty have also collaborated on predictive analytics projects with Andrews Distributing, IBM and the Arlington police.
- The department also offers internships at the undergraduate, MA and PhD levels.

Embrey Human Rights Program

- The Embrey Human Rights program works with the Global Education Class: two sessions of 45 teachers each - from the DFW metroplex held at Highland Park High School regarding the integration of human rights education into high school curriculum.

- Bishop Dunne High School: two sessions with a total of 160 students / 30 teachers - The Current Status of Global Human Rights.
- Ursuline Academy: 40 students / two teachers – U.S. Civil Rights Era, 1950s – present
- The Greenhill School: Met with eight teachers and administration regarding the integration of human rights education into curriculum.
- Global Citizenry Forum – UTA – World Affairs Council of Dallas/Fort Worth: spoke to 225 9th – 12th graders / 10 teachers.
- Current Global Status of Human Rights; Met with five high school counselors from St. Louis for SMU Admissions regarding Human Rights Program.
- *Youth Summit – Meadows collaboration*: 100 high school students – Current Global Status of Human Rights.

English/Discernment and Discourse

- English faculty conduct volunteer activities with Journey of Hope, CASA and FORCE (a support group for women with gene mutations positive for gynecological cancers).
- Faculty have also been active in judging at the Highland Park Literary Festival creative writing project.
- The department collaborates with the Greater Dallas Experience course.
- Students in English 1302 course visit the veterans hospital and work with the Sixth Floor Museum.
- They also have internship opportunities in upper-level courses [see appendix attached].

History

- History hosts the Stanton Sharp Lecture Series three times a year, the SARII Conference, the Clements Center monthly brown bags, the Clements Center Book Prize lecture, the Clements Center Symposium and the Clements Center Evening Lectures.
- The Consumer Cultures classes are also encouraged to attend programs and cultural events in Dallas.
- Faculty give lectures to the Dallas Rotary Club, Dallas Country Club, Highland Park Browning Society, Lakewood Browning Society, North American Jane Austen Society, Hispanic Genealogical Society, Ursuline Academy, the Hockaday School and also several elementary schools and Girl Scout troops.

Mathematics

- Doug Reinelt has been a volunteer and coordinator with Habitat for Humanity for almost 30 years. He helps build Habitat houses 15-20 weekends per year, and has been recognized by Habitat with an award for his contributions. He also helped to found the campus organization.

Philosophy

- Faculty members participate as guest speakers, judges for essay contests in *The Dallas Philosophers' Forum*, a community-wide organization of approximately 150 members consisting of professional, student, and amateur philosophers in and around the Metroplex.

Physics

- The department organizes the annual science and engineering fair involving 1,000 students, 200 teachers, and 500 local volunteers; a science fair workshop with 300 students and 100 teachers; the QuarkNet workshop for 20 high school teachers; a Physics Circus for schools; a Master Physics Teacher certificate program for 20 teachers, and the Lightner-Sams Lecture.
- Faculty participate in science fair judging and give media interviews to WFAA about ongoing experiments.

Political Science

- Faculty present lectures each year to community groups including civic organizations, businesses and corporate associations, party and political groups, and a variety of policy and professional groups such as the Dallas Bar Association, Dallas Council on Foreign Relations, and Dallas Federal Reserve. There are dozens of these presentations each year.
- Several faculty members do regular interviews/presentations with local print and broadcast media.
- Research activities that engage the Dallas community include work on immigration studies and Chelsea Brown's work with the Highland Park ISD.
- Faculty also engage the Dallas community through the Tower Center.

Psychology

- Faculty are engaged with the Experience with Exercise Project and the Beliefs about Exercise Project, an assessment/clinic practicum with St. Philip's.
- Studies to prevent child abuse with Family Compass; a study addressing marital disagreement; and an anxiety disorder study, DISD, the Family Place, Genesis Women's Shelter, the Salvation Army Domestic Violence Shelter, and Tarrant County Domestic Violence Shelter, and Metrocare. The collaboration with Family Compass and CPS is partially funded from grants through the Hogle Foundation, the Rees-Jones Foundation, the Verizon Foundation, and United Way.
- Faculty have also conducted studies evaluating interventions for smoking cessation, panic disorder, height phobia, social anxiety disorder, PTSD, generalized anxiety disorder, and stress-induced eating involve adult volunteers from the Dallas community. Over the past eight years, they have provided free treatment and assessment to hundreds of adults who participated in these projects. These projects have been funded by SMU, NIMH and NIDA.
- A faculty member is also running an evaluation of the Dating Assertiveness Training Experience (DATE), a sexual assault prevention program, at a DISD high school. They have enrolled approximately 70 students into the program and anticipate including 100 more. Students complete assessments and participate in DATE groups at school.
- Another two studies examines couples' relationship functioning and severe mental illness. Approximately 100 couples have participated in this research, which involved completion of questionnaires, clinical interviews, and problem-solving interactions that were video-recorded.
- Faculty have also volunteered with diverse organizations including Our Friends Place, Jewish Family Services, Dallas Behavioral Healthcare, Collin County Juvenile Detention Department, Board of the Trammel and Margaret Crow Collection of Asian Art, Earth Day Dallas, Shelton School, Oak Hill Academy, Junior League, Dallas Children's Advocacy Center, Dallas Summer

Musicals Board of Directors, Dallas Summer Musicals Guild, Camp Jubilee, Girls on the Run, Dallas Family Violence Council

- Faculty have given talks to mental health consumer organizations (e.g., Depression and Bipolar Support Alliance; National Association of the Mentally Ill) about couple relationships and mental illness. These are usually one-time talks with audiences of 20-60, scheduled at locations set by the organizations.
- Curricular activities include Ph.D. Practicum training: Ph.D. students are on practicum training sites, including North Texas VA, Children's Medical Center, Parkland Hospital, Baylor Health System, Presbyterian Neuropsych, Dallas County Adult Probation Department. Student commitments: approximately 20 hours per week. A planned class, "Human Rights from a Psychological Perspective" will have an optional engaged learning component. Students will get credit for volunteering at organizations that address human rights issues.

Religious Studies

- The Department sponsors the Levine lecture series [2 per year on topics related to Judaism], an annual Jewish Studies Banquet, and supports the SARII Conference with Asian Studies.
- The Religious Studies Club sponsors public lectures, including an annual "A Better Look at..." series.
- Faculty lecture through the Godbey series, Presentations at Jewish retirement communities, Protestant retirement communities, the Dallas Museum of Art and area churches.
- Faculty also speak at local elementary and high schools, and have researched Bible curricula in the public schools.
- One class (3353 – Latino/Latina Religions) has a regular engaged learning component in which students produce a history of a local organization, and other classes have occasional engaged elements. Classes have documented St. Edward Catholic Church, St. Matthew's Episcopal Cathedral, the Jubilee Park Community Center, Concord Baptist Church, Jewish Community Center, Kalachandji's Restaurant, and the Knights of Columbus Swimming Pool.

Sociology

- Several courses in the department (Social Problems, Intro to Sociology, Aging, and Family Violence) offer an engaged learning component, including primary research for Dallas organizations such as the Writers Garret, Saint Philip's, Lighthouse and the Interfaith Housing Coalition.
- Faculty members volunteer for the SPCA, Catholic Charities, and I Have a Dream Foundation. One also sings in a local choir.
- Work-study students serve at I Have a Dream and Thriving Minds.
- Currently, a faculty member is in charge of the ACE Program, which places students in volunteer position in the neighborhood and the greater Dallas community for a minimum of 20 hours each semester.

Statistics

- The department runs a joint seminar for the North Texas American Statistical Association, and also hosts the Center for Statistical Consulting and Research.

- Faculty members also participate in science fair judging.
- Graduate students enrolled in STAT 6366 Statistical Consulting offered consulting services to the following: *City of Dallas Mayor's Office*, where students conducted a program evaluation for the Mayor's Passport to Health Program (called the iMove! iEat! iLive! Nutrition Education Program) in DISD, measuring all aspects of the project and using pre and post tests administered by registered dietitians; *Resolana*, a non-profit group in Dallas providing education for women incarcerated in the Dallas County jail, where students conducted a program evaluation for 2 of their courses for the purpose of proposal writing; Junior Achievement, a national non-profit providing business educations to K-12 students, where students analyzed data from the development office of Junior Achievement in Dallas, to evaluate trends in funding and volunteer hours; *StatSlice*, a local consulting firm (for profit), where students created a model to predict hourly attendance at Six Flags to help park operations manage customer services; *Armstrong Energy Consultants*: Armstrong is a local energy exploration company (for profit), where students provided an analysis for predicting natural gas production based on drilling permits issued; Lee Park Conservancy, where students estimated the number of users of Lee Park in order to establish a baseline for purposes of assessing the success of enhancements to the Park designed to increase usage.

World Languages and Literature

- The department offers internships for students at Univision, Latina Style magazine, the Michael Smith Law Firm and Associates, One World Language Solutions, the US-Mexico Chamber of Commerce, Al Dia, Advocates for Community Transformation, and Legion advertising. They also sponsor the SMU Lecture with the Richards Group.
- Faculty members mentor students translating for Nasher's First Saturday program, and one faculty member works with the Workers Defense Fund.

Women's and Gender Studies

- The program has places one or two students do local internships every year. Agencies include such non-profits as the Dallas Area Rape Crisis Center; Hopeful Solutions, Inc., and New Friends, New Life. We have also done projects asked for by individuals in the local feminist community—e.g., Professor Sheri Kunovich worked with a student who gathered some information for Susybelle Gosslee, who is involved with Dallas WIN (Women's Interest Network) and the League of Women Voters.
- The program also hosts several lectures every year which are open to the public

Other

Other Dedman activities include the Godbey Lecture Series, Tower Center and Clements Center events, the University Honors Program, the Allman Family Lecture Series and the recently formed Interdisciplinary Institute.

STUDENTS

Students engage the greater Dallas community in several ways. In curricular settings, this may be through engaged learning classes or projects; or through internships. Students also engage Dallas in a variety of extracurricular and volunteer activities. Dedman College programs are shown in italics.

Courses with Off campus Components – Internships

- ACCT 5325 ACCT. INTERNSHIP
- ACCT 5326 ACCOUNTING INTERNSHIP
- ADV 4125 INTERNSHIP
- ADV 4225 INTERNSHIP
- ADV 4325 INTERNSHIP
- ANTH 4381 INTERNSHIP IN ANTHROPOLOGY
- APSM 5610 AP & E INTERNSHIP
- APSM 5672 SPORTS MANAGEMENT INTERNSHIP
- ASAG 5100 INTERNSHIP-5 HRS A WEEK
- ASAG 5300 INTERNSHIP-15 HRS A WEEK
- BA 4113 Business Internship
- BA 4111 BUSINESS INTERNSHIP
- BA 4112 BUSINESS INTERNSHIP
- *BIOL 2099 INTERNSHIP*
- *BIOL 2101 INTRODUCTORY RESEARCH I*
- *BIOL 3395 INTERNSHIP IN BIOLOGY*
- *BIOL 3398 UNDERGRADUATE RESEARCH I*
- *BIOL 3399 UNDERGRADUATE RESEARCH II*
- *BIOL 4398 HONORS RESEARCH I*
- *BIOL 4399 HONORS RESEARCH II*
- CCJN 4125 INTERNSHIPS IN JOURNALISM
- CCJN 4225 INTERNSHIPS IN JOURNALISM
- CCJN 4325 INTERNSHIPS IN JOURNALISM
- CCPA 4025 ORGANIZATIONAL INTERNSHIP
- CCPA 4325 ORGANIZATIONAL INTERNSHIP
- *CHEM 4000 RESEARCH*
- *CHEM 4397 UNDERGRADUATE RESEARCH*
- *CHIN 4185 Internship in Chinese*
- *CHIN 4285 Internship in Chinese*
- *CHIN 4385 INTERNSHIP IN CHINESE*
- COMM4325 ORGANIZATIONAL INTERNSHIP
- CTV 4125 INTERNSHIP

- CTV 4325 INTERNSHIP
- ECO 4395 *Economics Internship*
- ECO 4397 *Law and Economics Internship*
- ECO 4395 *ECONOMICS INTERNSHIP*
- ECO 6101 *INTERNSHIP FOR MA STUDENTS*
- ECO 8101 *INTERNSHIP FOR PH.D. STUDENTS*
- ECO 4396 *Business and Economic Forecasting Internship*
- EDU 5367 Tasby Middle School
- EDU 1099 INTERNSHIP
- EDU 5375 INTERNSHIP I: HS & MS
- EDU 5376 INTERNSHIP II: HS & MS
- EDU 5327 Tutoring at Tasby Middle School
- EDU 5357 Tutoring at St. Phillips Academy
- EDU 5358 Tutoring at St. Phillips Academy
- ENGL 3302 *English Studies Internship*
- ENGL 3308 *ENGLISH STUDIES INTERNSHIP*
- ENSC 3322 *ENVRNMNTL SCIENCE INTERNSHIP*
- ETST 2305 *Internship in Ethnic Studies*
- FILM 4125 INTERNSHIP
- FILM 4225 INTERNSHIP
- FILM 4325 INTERNSHIP
- FINA 5132 Honors Practicum in Portfolio Management
- FINA 5232 Honors Practicum in Portfolio Management
- FREN 4185 *INTERNSHIP IN FRENCH*
- FREN 4285 *INTERNSHIP IN FRENCH*
- FREN 4385 *INTERNSHIP IN FRENCH*
- GEOL 4321 *Internship in Geoscience*
- GERM 4285 *Internship in German*
- GERM 4185 *INTERNSHIP IN GERMAN*
- GERM 4385 *INTERNSHIP IN GERMAN*
- HIST 4397 *INTERNSHIP IN HISTORY*
- INTL 4306 *Internship in International Studies*
- ITAL 4185 *INTERNSHIP IN ITALIAN*
- ITAL 4285 *INTERNSHIP IN ITALIAN*
- ITAL 4385 *INTERNSHIP IN ITALIAN*
- JAPN 4185 *Internship in Japanese*
- JAPN 4285 *Internship in Japanese*
- JAPN 4385 *Internship in Japanese*
- LAAM 4306 *Internship in Latin American Studies*
- LATN 3185 *Internship in Latin*
- LATN 3285 *Internship in Latin*
- LATN 3385 *Internship in Latin*

- MKTG 5150 *MARKETING INTERNSHIP*
- MKTG 5345 *Honors Marketing Practicum*
- MSA 4125 *FASHION MEDIA INTERNSHIP*
- *PLSC 4306 Internship in Political Science*
- *PLSC 4306 INTERNSHIP IN POLI SCIENCE*
- *PSYC 3191 Distinction Seminar Research Project, 3-course sequence*
- *PSYC 3192 Distinction Seminar Research Project, 3-course sequence*
- *PSYC 4172 Human Relations Practicum in Psychology*
- *PSYC 4272 Human Relations Practicum in Psychology*
- *PSYC 4372 Human Relations Practicum in Psychology*
- *PSYC 4393 Distinction Seminar Research Project, 3-course sequence*
- *PSYC 4395 PRACTICUM/ INTERNSHIP*
- *PSYC 8091 CLINICAL INTERNSHIP I*
- *PSYC 8092 CLINICAL INTERNSHIP II*
- *RELI 4381 Internship in Religious Studies*
- *RUSS 4185 Internship in Russian*
- *RUSS 4285 Internship in Russian*
- *RUSS 4385 Internship in Russian*
- *SOCI 4379 Markets and Culture Internship*
- *SOCI 4398 Sociological Internship*
- *SOCI 4193 INDIVIDUAL RESEARCH*
- *SOCI 4293 INDIVIDUAL RESEARCH*
- *SOCI 4379 MARKETS AND CULTURE INTERNSHIP*
- *SOCI 4393 INDIVIDUAL RESEARCH*
- *SOCI 4396 IND RESEARCH FOR DISTINCTION*
- *SOCI 4398 SOCIOLOGICAL INTERNSHIP*
- *SPAN 3374 SPAN Course in the Community*
- *SPAN 4352 SPAN Course in the Community*
- *SPAN 4385 INTERNSHIP IN SPANISH*
- *STAT 7011 SUPERVISED INTERNSHIP*
- *STAT 7013 SUPERVISED INTERNSHIP*
- *WELL 2170 CHOICES II:VOLUNTEER ACTIV*
- *WGST 4303 WOMEN'S STUDIES INTERNSHIP*

UNDERGRADUATE STUDENT ENGAGEMENT PROGRAMS AND COURSES ON CAMPUS

All programs have a faculty or staff in charge of the program to promote, support or otherwise push student engagement information to students.

- ACADEMIC COMMUNITY ENGAGEMENT (ACE)
- ALTERNATIVE BREAKS
- ATHLETICS SERVICE REQUIREMENT
- BIG IDEAS

- CASWELL SERVICE FELLOWSHIPS
- CENTER ON COMMUNITIES AND EDUCATION
- COMMUNITY ENGAGEMENT AND LEADERSHIP OFFICE
- COX BBA CAREER SERVICES
- DEBATE TEAM
- EMBRY HUMAN RIGHTS LEADERSHIP PROGRAM
- ENGAGED LEARNING
- ENGINEERS WITHOUT BORDERS
- GREEK LIFE SERVICE REQUIREMENT
- HAMILTON RESEARCH SCHOLARS
- HART CENTER FOR ENGINEERING LEADERSHIP
- HEGI CAREER CENTER
- INSTITUTE FOR THE STUDY OF EARTH AND MAN
- MAGUIRE CENTER ETHICS FELLOWSHIPS
- MARR SCHOLARS
- MEADOWS EXPLORERS
- MODEL UN CONFERENCES
- MUSTANG HEROES CLUB
- OUTDOOR ADVENTURES
- RESIDENCE LIFE – SERVICE HOUSE
- SMU ABROAD
- UNIVERSITY CURRICULUM REQUIREMENTS:
- CAPSTONE
- COMMUNITY ENGAGEMENT
- GLOBAL ENGAGEMENT
- SMU-IN-TAOS FIELD SCHOOL
- SMU SKUNK WORKS ©
- SUMMER UNDERGRADUATE RESEARCH FELLOWSHIPS
- TOWER CENTER POLITICAL STUDIES RESEARCH FELLOWSHIPS
- UNDERGRADUATE RESEARCH ASSISTANTSHIPS
- UNIVERSITY HONORS PROGRAM’S RICHTER RESEARCH FELLOWSHIPS

Other Student Activities

One28 Christian Campus Ministry

Opportunities for student involvement include the following projects:

1. Second Saturday – various service projects available once a month in West Dallas
2. Buckner International Barefoot Run
3. After-school program at Carr Elementary School (West Dallas)

Catholic Campus Ministry

1. Vickery Meadow After-School tutoring
- Collaborate with IRC, Catholic Charities, Heart House

2. Readers2Leaders (based in West Dallas)

Additional contacts: Christina Bryant, social justice ministry

InterFraternity Council

IFC sponsors 3 major events with the Dallas community:

1. Trick or Treat on Greek Street (part of Trinity River Mission)
2. Special Olympics Volleyball tournament
3. Annual service day during rush week (service organization varies)

Tale of One City

1. Literary/arts magazine that gives two scholarships to Dallas high school students
2. Run entirely by SMU students

Contact: Dylan Smith (English major)

PEER INSTITUTIONS

National Center for Suburban Studies at Hofstra University

The National Center for Suburban Studies at Hofstra University is a non-partisan research institution dedicated to promoting objective, academically rigorous study of suburbia's problems, as well as its promise. Rooted in the laboratory of Long Island's diverse and aging suburbs, almost literally in the shadows of the iconic Levittown, the National Center will study a broad range of issues from local and national perspectives and, whenever possible, collaborate with researchers at other respected institutions. The suburbs have emerged as the nexus of dynamic demographic, social, economic and environmental change in New York and throughout the United States. The tasks of identifying, analyzing and solving the problems of suburbia are essential for the health of the country--and central to the National Center's mission.

Vanderbilt Center for Nashville Studies

The Vanderbilt Center for Nashville Studies connects community-identified issues and needs with Vanderbilt University's faculty, staff and students. Its work includes research projects, establishing and sustaining university-community partnerships, and promoting the mission-value of institution-wide community engagement.

Shaw Center for Public and Community Service at Syracuse University

Opened in 1994 with support from its Founding Partner, the Carrier Corporation, the Mary Ann Shaw Center for Public and Community Service is the centerpiece of the University's community engagement initiative encouraging students, faculty, and staff to work together for intellectual, ethical, professional and personal development through reciprocal learning in partnership with the community.