



SIMMONS SCHOOL OF EDUCATION
AND HUMAN DEVELOPMENT

GRADUATE PROGRAMS
SOUTHERN METHODIST UNIVERSITY
2013–2014 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.

Southern Methodist University publishes a complete bulletin every two years. The undergraduate catalog and the Cox, Dedman Law, Hart eCenter and Simmons graduate catalogs are updated annually. The Dedman College, 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.

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OFFICIAL UNIVERSITY CALENDAR

ACADEMIC YEAR 2013–2014

www.smu.edu/registrar/academic_calendar.asp

This calendar includes an addendum listing 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, Perkins School of Theology, Dedman School of Law, and Department of Dispute Resolution and Counseling within the Simmons School of Education and Human Development have different calendars.

Fall Term 2013

April 8–26, Monday–Friday: Enrollment for fall 2013 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 24, Saturday: Residence halls officially open at 9 a.m.

August 25, Sunday: Opening Convocation, McFarlin Auditorium.

August 26, Monday: First day of classes.

August 30, Friday: Last day to enroll, add courses or drop courses without grade record. Also, last day to file for graduation in December.

September 2, Monday: Labor Day. University offices closed.

September 11, 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.

October 1, Tuesday: Early intervention grades due for first-year undergraduate students.

October 4–5, Friday–Saturday: Family Weekend.

October 9, Wednesday: Last day for continuing undergraduate students to change their majors before November enrollment.

October 14–15, Monday–Tuesday: Fall break.

October 25–26, Friday–Saturday: Homecoming Weekend.

October 27, Sunday: Midterm grades due for first-year and sophomore students.

October 28, 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 4–22, Monday–Friday: Enrollment for spring 2014 continuing students for all undergraduates and for graduates in Dedman College, Lyle and Meadows.

November 8, Friday: Last day to drop a course.

Fall Term 2013 (continued)

November 14, Thursday: Last day for December graduation candidates to change grades of Incomplete.

November 22, Friday: Students should file for May graduation. The last day to file is January 25, 2014.

November 26, Tuesday: Last day to withdraw from the University.

November 27, Wednesday: No classes.

November 28–29, Thursday–Friday: Thanksgiving holiday. University offices closed.

December 4–9, Wednesday–Monday: No final examinations or unscheduled tests or papers.

December 5, Thursday: Last day for oral/written examinations for December graduate degree candidates.

December 9, Monday: Last day of instruction.

December 10–11, Tuesday–Wednesday: Reading days.

December 12–18, Thursday–Wednesday: Examinations. (No examinations scheduled for Sunday.)

December 19, Thursday: Residence halls close at 10 a.m. for winter break. (December graduates should contact the Department of Residence Life and Student Housing.)

December 21, Saturday: Official close of the term and date for conferral of degrees. Also, December Commencement Convocation.

December 24–January 1, Tuesday–Wednesday: University offices closed.

December 25, Wednesday: Christmas Day.

January Interterm 2014

Note: Some areas of instruction offer selected courses during the January interterm, December 19, 2013–January 15, 2014.

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

J Term 2014 at SMU-in-Plano

January 6, Monday: First day of classes.

January 7, Tuesday: Last day to declare pass/fail.

January 14, Tuesday: Last day to drop/withdraw from the University.

January 15, Wednesday: Last class, including exam.

Spring Term 2014

November 4–January 24, Monday–Friday: Enrollment for spring 2014 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, Wednesday: New Year's Day. University offices closed.

January 14, Tuesday: Residence halls officially open at 9 a.m.

January 17, Friday: First day of classes.

January 20, Monday: Martin Luther King, Jr. Day. University offices closed.

January 24, Friday: Last day to enroll, add courses or drop courses without grade record. Also, last day to file for May graduation.

February 4, 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 24, Monday: Early intervention grades due for first-year undergraduate students.

March 8–16, Saturday–Sunday: Spring break.

March 26, Wednesday: Midterm grades due for first-year and sophomore students.

March 28, Friday: 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 2, Wednesday: Last day for continuing undergraduate students to change their majors before April enrollment.

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

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

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

April 14, Monday: Honors Convocation, 5:30 p.m.

April 17, Thursday: Students should file for August or December graduation. Last day to file for August graduation is June 5. Last day to file for December graduation is the last day to enroll for fall 2014.

April 18, Friday: Good Friday. University offices closed.

April 20, Sunday: Easter Sunday.

April 25, Friday: Last day to withdraw from the University.

April 30–May 5, Wednesday–Monday: No final examinations or unscheduled tests or papers.

May 1, Thursday: Last day for oral/written examinations for graduate students who are May degree candidates.

Spring Term 2014 (continued)

May 5, Monday: Last day of instruction.

May 6, Tuesday: Reading day.

May 7–13, Wednesday–Tuesday: Examinations. (No examinations scheduled for Sunday.)

May 14, Wednesday: Residence halls officially close for nongraduating students.

May 16, Friday: Baccalaureate.

May 17, Saturday: Commencement.

May 18, Sunday: Residence halls officially close for graduating seniors.

Campus May Term 2014

Note: *Classes meet 4 hours a day, Monday–Friday.*

May 15, Thursday: First day of classes.

May 16, Friday: Last day to enroll or add courses. Also, last day to declare pass/fail or no credit or first-year repeated course-grading options.

May 26, Monday: Memorial Day. University offices closed.

May 27, Tuesday: Last day to drop/withdraw from the University.

May 30, Friday: Last day of classes.

June 5, 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.

SMU-in-Taos May Term 2014

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

May 14, Wednesday: Travel day and arrival of students, 2–6 p.m.

May 15, Thursday: First day of classes.

May 30, Friday: Examinations.

May 31, Saturday: Departure of students.

Summer Term 2014

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 Term Session 2014

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

May 26, Monday: Memorial Day. University offices closed.

June 2, Monday: First day of classes.

June 5, Thursday: Last day to enroll, add courses or drop courses without grade record. Also, last day to file for August graduation.

June 11, Wednesday: Last day to declare pass/fail, no credit or first-year repeated course-grading options.

July 4, Friday: Independence Day. University offices closed.

July 17, Thursday: Last day for August graduation candidates to change grades of In-complete.

July 24, Thursday: Last day to drop a course.

July 30, Wednesday: Last day to withdraw from the University.

August 4, Monday: Follows a Friday schedule.

August 5, Tuesday: Last day of instructions and examinations. Also, official close of the term and date for conferral of degrees.

First Summer Session 2014

Note: *Classes meet 2 hours a day, Monday–Friday.*

May 26, Monday: Memorial Day. University offices closed.

June 2, Monday: First day of classes.

June 3, Tuesday: Last day to enroll, add courses or drop courses without a grade record.

June 5, 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 24, Tuesday: Last day to drop a course.

June 25, Wednesday: Last day to withdraw from the University.

July 1, Tuesday: Last day of instruction and examinations.

SMU-in-Taos Summer I Session 2014

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

June 4, Wednesday: Arrival of students, 4–6 p.m.

June 5, Thursday: First day of classes.

June 6, Friday: Last day to enroll, add courses and drop courses without a grade record.

July 2, Wednesday: Examinations.

July 3, Thursday: Departure of students.

Second Summer Session 2014

Note: *Classes meet 2 hours a day, Monday–Friday.*

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

July 4, Friday: Independence Day. University offices closed.

July 7, Monday: First day of classes.

July 8, Tuesday: Last day to enroll, add courses or drop courses without a grade record.

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

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

July 28, Monday: Last day to drop a course.

July 30, Wednesday: Last day to withdraw from the University.

August 5, Tuesday: Last day of instruction and examinations. Also, official close of the term and conferral date.

SMU-in-Taos August (Summer II) Term 2014

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

August 5, Tuesday: Arrival of students, 4–6 p.m.

August 6, Wednesday: First day of classes.

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

August 21, Thursday: Examinations.

August 22, Friday: Departure of students.

Major Religious Holidays **(August 2013–August 2014)**

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, 2013

Easter Sunday: April 20, 2014

Good Friday: April 18, 2014

Easter Sunday (Orthodox): April 20, 2014

Hindu

Janmashtami: August 28, 2013

Diwali: November 3, 2013

Dasera: October 14, 2013

Jewish*

Rosh Hashanah: September 5–6, 2013

Hanukkah: November 28–December 5, 2013

Yom Kippur: September 14, 2013

Pesach (Passover): April 15–16, 2014

Sukkot: September 19–20, 2013

Shavuot: June 4–5, 2014

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

Muslim

Ramadan: July 9–August 7, 2013

Ashura: November 14, 2013

Eid al Fitr: August 8, 2013

Mawlid an Nabi: January 13, 2014

Eid al Adha: October 15, 2013

Ramadan: June 28–July 28, 2014

Islamic New Year: November 4, 2013

Eid al Fitr: July 28, 2014

DESCRIPTION OF THE UNIVERSITY

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 non-sectarian 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 723 and assets of \$2.2 billion – including an endowment of \$1.2 billion (market value, May 31, 2012).

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 10,893 students enrolled for the 2012 fall term, 6,249 were undergraduates and 4,644 were graduate students. The full-time equivalent enrollment was 6,155 for undergraduates and 3,256 for graduate students.

Nearly all the students in SMU's first class came from Dallas County, but now 48 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 90 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 2012–2013, 80 percent of first-year students received some form of financial aid, and 37 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. 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 2007.

The Dedman School of Law is accredited by the American Bar Association.

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 the 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, <http://www.abet.org>. The undergraduate computer science program that awards the degree Bachelor of Science (B.S.) is accredited by the Computing Accreditation Commission of ABET. The undergraduate computer science program that awards the degree Bachelor of Arts (B.A.) 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 (ATS) in the United States and Canada (10 Summit Park Drive, Pittsburgh, Pennsylvania 15275-1110; telephone number 412-788-6505) to award M.Div., C.M.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 (SBEC) and the Texas Education Agency (TEA). The undergraduate program is approved annually by TEA. The Learning Therapist Certificate program, which is accredited by the International Multisensory Structured Language Education Council, was last re-accredited in 2011.

EDUCATIONAL FACILITIES

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 nearly four million volumes. The fully interactive 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 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. SMU libraries are one of the greatest assets of the University. The University's library system is divided into a number of different units:

1. **Central University Libraries** (reporting to the Office of the Provost).
2. **Underwood Law Library** (reporting to Dedman School of Law).
3. **Bridwell Library** (reporting to Perkins School of Theology).
4. **Business Information Center** (reporting to Cox School of Business).

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; statistics; and civil, computer, electrical, environmental and mechanical engineering.

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 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.

FINANCIAL INFORMATION

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 over \$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 check. 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, 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 twelve-month, ten-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, which can be used to electronically sign the application. 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 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, 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 Access.SMU Self-Service that it be withheld, 2) information authorized by the student through Access.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/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.

Mailing Addresses, Telephone, Email Address 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 Access.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 Access.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 Access.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 Access.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 Access.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 parents of a student 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/ferpa ("Forms" link).

Note: Chapter 675, S.B. 302. Acts of the 61st Texas Legislature, 1969 Regular Session, provides: *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 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 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 program 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 or programs at SMU; 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 staff in the dean’s office or the school’s records office 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* (Withdrawn) through approximately midterm by using the student Access.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 the program 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 Access.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 Access.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 Access.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)

Students desiring to audit (visit) a class, whether or not 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. Students 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 student'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 during summer terms or sessions) 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: 1 – first year; 2 – sophomore; 3 – junior; 4 – senior; 5 – senior or graduate; 6, 7, 8, 9 – graduate. The second digit specifies the number of credit hours (“0” for this digit denotes no credit, one-half hour of credit, or 10–15 hours of credit; for theology courses, a “1” denotes one or one and one-half hours of credit). The third and fourth digits are used to make the course number unique within the department.

GRADE POLICIES

The student's grades are available to the student through Access.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:

- 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.
- Students who earn a grade of *C* in a course in the M.S. in counseling program must retake the course.
- 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.

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.

| <i>Grades</i> | <i>Description</i> | <i>Grade Points per Term Hour</i> |
|---------------|---|-----------------------------------|
| 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 | * |

* Grades not included in 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 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 not allowed to enroll further until the total is reduced.

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. Both grades will be included in the calculation of the 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 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. Prior to the meeting, the student should obtain through Access.SMU a Degree Progress Report that provides detailed information concerning completion of degree requirements. The student should also be familiar with different academic programs of interest. 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 successfully return to SMU and 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 Student Affairs 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.

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 at the beginning of the term in which they will complete all degree requirements. Applications should be filed 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 Graduation Ceremony is held each December 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 the December graduation 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 May All-University Commencement Convocation or the December graduation ceremony 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.

UNIVERSITY LIFE AND SERVICES

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. The Office of the University Curriculum/GEC offers the following ESL resources to students from all schools and departments of SMU. Students may apply on the ESL website. Students enrolling in 2000-level Intensive English Program courses should download an application package via the IEP link on the 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 UC/GEC 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 transcribed 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 transcribed 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 transcribed 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, nontranscribed 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 transcribed 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 transcribed 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 transcribed as pass or fail. *Prerequisite:* ESL Program approval required.

SMU-IN-PLANO

www.smu.edu/plano

In fall 1997, SMU opened a campus in Plano's Legacy Business Park with three well-defined goals: 1) to extend SMU's resources to meet the educational needs of residents in rapidly growing Collin County and beyond, 2) to make enrollment in graduate-level programs more convenient for working professionals, and 3) to collaborate with area businesses by offering programs to serve the training needs of their employees, as well as to provide corporate meeting space.

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.

Conveniently located about one mile south of the intersection of state Highway 121 and the Dallas North Toll Road, SMU-in-Plano sits in the shadows of the international corporate headquarters of Hewlett Packard, Frito Lay, JCPenney, Pizza Hut and several others. Originally the training facility for EDS (now HP), the campus is set on 16 landscaped acres and consists of four buildings with nearly 200,000 square feet of classroom space. An additional nine acres adjacent to the facility gives SMU-in-Plano room to grow in the future.

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 plan to 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 and successful completion of 48 SMU credit hours. For 2013–2014, upperclass, transfer and graduate students are not required to live on campus but may apply on a space available basis.

Graduate Residence Accommodations

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, married students (graduate and undergraduate) with families and some senior undergraduates. 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.

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.

Priority of assignment is based on the date on which applications are received by RLSH. Notification of assignment will be made by RLSH. Rooms are contracted for the full academic year (fall and spring terms).

Room charges for the fall term will be billed and are payable in advance for students who register before August 1, and room charges for the spring term will be billed and are payable in advance for students who register before December 1. Students who enroll after these dates must pay at the time of enrollment.

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 RLSH before acceptance of the housing contract.

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.

HEALTH SERVICES

SMU Memorial Health Center

www.smu.edu/healthcenter

The University's health facilities are located in the SMU Memorial Health Center, 6211 Bishop Boulevard. An outpatient primary care clinic, specialty clinics, pharmacy, and lab/X-ray facilities occupy the first floor. 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, physician's assistants, registered nurses, medical assistants, and lab and X-ray technologists. Physicians are available by appointment 8:30 a.m.–4 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. Appointments with the gynecologist or dermatologist, lab, X-ray, pharmacy, and 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 Access.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 semi-annual premium charge applied to his/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. **Note:** Health insurance is separate from the student Health Center fees and is paid for independently.

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.

Students are encouraged to check their Access.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.

Meningitis Vaccination. 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.

Class Absence Due to Illness. Students should schedule appointments with physicians at times when classes will not be missed. 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 interviews 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 (phone: 214-768-2393; website: www.smu.edu/healthcenter/healtheducation).

DISABILITY ACCOMMODATIONS AND SUCCESS STRATEGIES

Housed within the Altshuler Learning Enhancement Center, DASS offers comprehensive disability services for all SMU students with disabilities. Services include classroom accommodations and physical accessibility for all students with a learning disability and/or attention deficit hyperactivity disorder, as well as other conditions such as physical, visual, hearing, medical or psychiatric disorders. For accommodations, it is the responsibility of the undergraduate and graduate students themselves to establish eligibility through this office. Students must provide 1) appropriate current documentation in keeping with SMU's documentation guidelines, and 2) a request indicating what kind of assistance is being sought, along with contact information. More information is available at www.smu.edu/alec/dass.

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 and other activities during football games. 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/registrar ("Veterans Affairs" link).

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. A 170,000-square-foot expansion and renovation was completed in 2006. The center provides racquetball courts; aerobic studios; an indoor running track; basketball courts; indoor and outdoor sand volleyball courts; climbing wall; bouldering wall; 25-meter, five-lane recreational pool; 15,000 square feet of fitness and weight equipment; lobby; and café. Various fitness classes are offered. These facilities are open to SMU students, faculty, staff and members. Services and programs available include, but are not limited to, intramural sports, sport clubs, the Outdoor Adventure program, personal training and assessments, massage therapy, swimming lessons and camps.

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. The center aims to eliminate barriers, diminish prejudices, and create 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.

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 both their own interest, and their integrity as individuals, will suffer if they condone dishonesty in others.

THE HONOR SYSTEM

All SMU students, with the exception of graduate students enrolled in the Cox School of Business, Dedman School of Law or Perkins School of Theology, are subject to the jurisdiction of the Honor Code (www.smu.edu/studentlife, “Student Handbook” link) and as such are required to demonstrate an understanding of and to uphold the Honor Code. In support of the Honor Code, the Honor Council has the responsibility to maintain and promote academic integrity. The Honor Council is composed of a minimum of 27 members selected through an application and interview process organized by the Honor Council Executive Board. Five faculty members, nominated by the Faculty Senate, also serve on the Honor Council.

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.

Suspected cases of academic dishonesty may be handled administratively by the appropriate faculty member in whose class the alleged infraction occurred or referred to the Honor Council for resolution. Suspected violations reported to the Honor Council by a student or by an instructor will be investigated and, if the evidence warrants, a hearing will be held by a board composed of a quorum of four members of the Honor Council.

Any appeal of an action taken by the Honor Council shall be submitted to the University Conduct Council in writing no later than four calendar days (excluding school holidays) after notification of the Honor Council's decision.

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. As part of the Office of the Dean of Student Life, the Student Conduct and Community Standards Office (www.smu.edu/studentconduct) assists students in their personal development by providing a fair conduct process that issues consistent sanctions for behavior that is incongruent with the University's expectations for students.

Conduct. 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.

The University expects all students to be responsible citizens and to abide by all federal, state and local laws. Personal irresponsibility – including, but not limited to, that evidenced by dishonesty, gambling, hazing, irresponsible conduct and the misuse of drugs and alcohol – renders a student subject to disciplinary action. Although most specific regulations pertain to a student's behavior while on campus, a lack of personal responsibility and integrity is always considered grounds for discipline no matter where it occurs. Due respect for the entire University community, faculty, staff and one's fellow students is always expected.

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.

Disciplinary Action. 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. It is pertinent to the purpose of discipline to remember that self-discipline is part of the entire educational process, whereby students become more fully aware of the importance of responsibility for themselves and others. Anytime a student displays irresponsible behavior, that student will be subject to discipline.

Depending on the degree of misconduct, a student may be subject to sanctions ranging from a conduct reprimand to expulsion from the University. 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.

The University believes in student representation on all disciplinary bodies. To ensure fairness and due process for all students in the conduct process, the student is granted an impartial hearing and the right to appeal to the University Conduct Council. A student who is appealing a sanction may remain in school until the decision and penalty are reviewed, unless considered harmful to the University, to any individual or to himself or herself. All actions by the council are subject to presidential review.

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, as outlined in the *SMU Student Handbook*, which is available online at smu.edu/studentlife.

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, communication and workplace skills, history and science, literature, food 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, German, Arabic, Russian, Mandarin Chinese, Japanese, Korean 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 currently offers noncredit courses to enhance workplace skills, as well as **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, with the option to test for national certification (www.smu.edu/cfp).

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 successful completion of the program, students receive a transcript and a certificate of completion from SMU.

SMU's Summer Youth Program offers one-week, special-interest enrichment workshops throughout the summer for those entering grades K–12. Workshop topics include technology, computers, gaming, digital media, LEGO learning, science, creative arts, math, reading and writing, study and social skills, test preparation, and college planning. 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- 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-time 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.

The information listed above is available in a conveniently accessible website at www.smu.edu/srk.

SIMMONS SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

GENERAL INFORMATION

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, 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. Key features include 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

Professor and Texas Instruments Endowed Chair in Evidence-Based Education Patricia G. Mathes, **Director**

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

The mission of the Institute for Evidence-Based Education 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 \$14 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 the 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 that are developed and empirically validated by the institute.
- Supporting the implementation of curricular materials, assessments, strategies and tools through staff development activities.
- Helping schools build human capital in the classroom through the institute's technology-based coaching services.

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, the Bilingual Education program and the doctoral program.

Gifted Students Institute

www.smu.edu/GSI

Marilyn Swanson, **Director of Programming**

The Gifted Students Institute, which resides within the Department of Teaching and Learning, was founded on the premise that “giftedness” is a resource that should be nurtured for the benefit of all. The GSI focuses on professional development for teachers, and it is an integral part of the department's work on differentiated instruction. GSI programs are dedicated to the support of the cognitive and affective development of gifted youth. In addition, the GSI offers a range of programs and services for educators and gifted youth and their families.

Distinguished Lecture Series

The GSI offers one-day sessions that concern learning theory and the nature of giftedness and that integrate theory and practice. Lectures are delivered by guest speakers from the SMU faculty, public and private learning institutions throughout the country, and professional consultants.

College Experience for Gifted High School Students

High school students seeking credit for exceptional academic efforts can take advantage of GSI's College Experience program. This unique, five-week summer program provides an opportunity for a small, carefully chosen group of highly motivated and academically able high school students to get a head start on college and an early taste of campus life. Through participation in college credit courses, students entering the 11th and 12th grades can earn up to six credit hours, which can in turn be applied toward a Bachelor's degree.

Talented and Gifted for Gifted Middle School Students

The GSI's Talented and Gifted program offers intellectual challenges and exciting learning experiences to academically accelerated students completing the seventh, eighth or ninth grade. TAG teachers are on the faculty of SMU or of outstanding public and private secondary schools, or they are professionals in fields other than education; all have experience and knowledge to contribute to the TAG curricula. A full-time director leads the residence hall activities. College students with strong academic backgrounds serve as residential counselors. Students are assigned to a family group led by an adviser who is trained in the social and affective needs of the gifted student.

Research in Mathematics Education

www.smu.edu/RME

Research in Mathematics Education is an outreach unit that conducts and disseminates high-quality, evidence-based research to improve students' mathematics performance in Texas. 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 objectives include the following:

- Creates systems of formative assessment to inform teacher decision-making.
- Designs interventions for students struggling in mathematics.
- Designs and delivers professional development to support teachers' and administrators' implementation of best practices.
- Disseminates original research through professional development opportunities, an annual Research-to-Practice Conference and direct distribution of research reports, practical guides and scholarly publications, as well as through presentations at local, national and global conferences.
- Offers a dynamic online community where researchers and educators can collaborate and share ideas and resources.

Center on Research and Evaluation

www.smu.edu/CORE

The development of new knowledge through research and evaluation is essential to the effectiveness of 21st-century schools of education. The goal of SMU's Center on Research and Evaluation is the pursuit and dissemination of knowledge to improve outcomes for children and families. CORE is a research center designed to support Simmons faculty members in their efforts to procure funding, implement research projects and disseminate findings. CORE is also an evaluation center that designs and conducts systematic evaluations of projects and activities regionally and nationally.

Contact Information

The Institute for Evidence-Based Education

PO Box 750381

Dallas TX 75275-0381

214-768-8400

www.smu.edu/EvidenceBasedEducation

Gifted Students Institute

PO Box 750383

Dallas TX 75275-0383

214-768-0123

www.smu.edu/GSI

Research in Mathematics Education

PO Box 750114

Dallas TX 75275-0114

214-SMU-MATH

www.smu.edu/RME

CORE

PO Box 750511

Dallas TX 75275-0511

214-768-4619

www.smu.edu/CORE

DEPARTMENTS AND PROGRAMS

DOCTOR OF PHILOSOPHY IN EDUCATION

www.smu.edu/EducationPhD

The Simmons School's doctoral program provides a strong foundation in research design, assessment and pedagogical innovations. Students learn to evaluate and conduct research in education that will contribute to the improvement of student learning, teaching practices and policy. The program's distinctive vision is to respond to the need for educational leaders who can provide recommendations for educational policy and innovative teaching and assessment practices.

Curriculum

Doctoral students must complete 48 credit hours of coursework during a two-year full-time program. The program is a cohort model in which students complete a core set of courses and unique specialization courses. The core curriculum includes the following courses:

EDU 7302 Advanced Quantitative Research Methods

EDU 7305 Introduction to Qualitative Research in Education

EDU 7311 Quantitative Statistics for Educational Research

EDU 7312 Intermediate Quantitative Statistics in Education

EDU 7313 Advanced Assessment Methods

EDU 7314 Advanced Multivariate Statistics

EDU 7315 Designing Learning Environments

EDU 7318 Program Evaluation

EDU 7119 Synthesis and Integration of Knowledge and Skills in Education Policy and Leadership

EDU 7320 Advanced Assessment Methods II

EDU XXXX Quantitative Research Methods II

Admission

Application reviews begin on February 15 for priority review. The Ph.D. program is designed to augment an existing Master's degree or equivalent preparation. Applications can be submitted online at www.smu.edu/Simmons/AreasofStudy/Doctoral ("Application" link) or mailed to Simmons School Ph.D. Application, 3101 University Blvd., Suite 306, Dallas TX 75205. Mailed 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. Evidence of at least three years of full-time teaching or school-related experience.
4. A statement of professional purpose.
5. An academic writing sample.
6. Three letters of recommendation.

Degree Requirements

Students must enroll in a minimum of nine to 12 credit hours of coursework per term and be full-time residents in the Dallas area for the first two academic years of the program. In addition to coursework, students work 20 hours per week on research projects (August through May) for which they typically receive fellowship pay and benefits. Requirements include the following:

- A total of 60 credit hours of coursework (48 hours of coursework with the possibility of transferring up to 12 credits).
- Qualifying exams.
- Major area paper.
- Conference presentation.
- Manuscript submission.
- Dissertation with an oral defense.

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 Jill Allor, Department Chair

Professors: Stephanie Al Otaiba, David J. Chard, Patricia Mathes, Paul Yovanoff. **Associate Professors:** Deborah Diffily, William Pulte, Ken Springer, Paige Ware. **Assistant Professors:** Doris Baker, Anne Garrison, Candace Walkington. **Clinical Associate Professors:** Abigail Bartoshesky, Barbara Morganfield. **Clinical Assistant Professors:** Ann Batenburg, Julia Bore, Sherril English, Caroline Kethley, Nancy Montgomery, Nancy Roberts, Dara Williams-Rossi. **Lecturer:** Karen Vickery. **Research Professors:** Charles Knibb, Hector Rivera, Beverly Weiser, Moses Williams.

General 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 and experts in differentiated instruction and who are both committed to high-quality teaching and able to translate research into practice. To facilitate achievement of these 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 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 a Ph.D., Master's degrees and graduate-level certifications – focus on research, literacy and language acquisition, teaching and learning, special education, giftedness, bilingual education, mathematics, science, and technology. 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 empirical 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 school-wide 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 Bilingual Education

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. Official scores on the GRE graduate school entry exam (within the last five years). Scores are required for all three parts of the GRE: analytical writing, verbal reasoning and quantitative reasoning.
3. Proficiency in Spanish or in another language, such as Vietnamese or Chinese, used in a bilingual education program in Texas.
4. A completed application and a \$75 nonrefundable application fee payable to SMU: Department of Teaching and Learning.
5. 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.
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.
7. 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.

| <i>Traditional Plan</i> | <i>Credit Hours</i> |
|--|---------------------|
| 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 |

All students are required to pass a comprehensive written examination before graduation. Details about this examination are on the M.B.E. program website at www.smu.edu/MBE.

Master of Education

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. Official scores on the GRE graduate school entry exam (within the last five years). Scores are required for all three parts of the GRE: analytical writing, verbal reasoning and quantitative reasoning.
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.

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.

| <i>Master of Education</i> | <i>Credit Hours</i> |
|---|---------------------|
| 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 |
| <i>Master Math Teacher (12 hours)</i> | |
| 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 | |
| <i>Master Reading Teacher (14 hours)</i> | |
| 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 | |
| <i>Master Science Teacher (12 hours)</i> | |
| EDU 6370 Physical Science: Chemistry | |
| EDU 6371 Life Science | |
| EDU 6372 Physical Science: Physics | |
| EDU 6373 Earth and Space Science | |
| <i>Master Technology Teacher (12 hours)</i> | |
| 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 | |
| <i>Bilingual Supplemental Certification (12 hours)</i> | |
| 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**Other Required Courses:**

12

Second Specialization Area (from the list above;

or Electives (must be EDU courses or approved
by Masters' Programs Committee)

Total **36-38**

All students are required to pass a comprehensive written examination before graduation. Details about this examination are on the M.Ed. program website at www.smu.edu/MEd.

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. Official scores on the GRE graduate school entry exam (within the last five years). Scores are required for all three parts of the GRE: analytical writing, verbal reasoning and quantitative reasoning.
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.

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.

| | |
|--|-----------|
| 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 |
| <i>Tier 1 and Tier 2 Reading and Writing (14 hours)</i> | |
| 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 | |
| <i>Tier 3 Reading and Writing (12 hours)</i> | |
| 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 |
| <i>Tier 1 and Tier 2 Reading and Writing (14 hours)</i> | |
| 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 | |
| <i>Tier 3 Reading and Writing (12 hours)</i> | |
| 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 |

All students will be required to pass a comprehensive examination before graduation. Details about this examination are available on the M.Ed. program website at www.smu.edu/ReadingWriting.

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. Official scores on the GRE graduate school entry exam (within the last five years). Scores are required for all three parts of the GRE: analytical writing, verbal reasoning and quantitative reasoning.
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 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.

| <i>Master of Education in Special Education</i> | <i>Credit Hours</i> |
|---|---------------------|
| 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

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 eight 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. Official scores on the GRE graduate school entry exam (within the last five years). Scores are required for all three parts of the GRE: analytical writing, verbal reasoning and quantitative reasoning.
7. 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.

8. 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.)
9. 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.
10. Submission of required affidavit indicating fitness for a teaching career.
11. Attendance at required orientation session for the cohort.

Degree Requirements

Students must complete 36 hours of graduate study.

| <i>Master of Education With Certification (EC–Grade 6 Generalist)</i> | <i>Credit Hours</i> |
|--|---------------------|
| 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 |

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

All students are required to pass a comprehensive written examination before graduation. Details about this examination are on the M.Ed. with Certification program website at www.smu.edu/MasterEdCert.

Master of Music in Music Education

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

Master of Bilingual Education

PO Box 750455
 Dallas TX 75725-0455
 214-768-2346
www.smu.edu/MBE

Master of Education

PO Box 750455
 Dallas TX 75725-0455
 214-768-2346
www.smu.edu/MEd

M.Ed. in Special Education

PO Box 750455
 Dallas TX 75725-0455
 214-768-2346
www.smu.edu/SpecialEd

M.Ed. With Certification

PO Box 750455
 Dallas TX 75725-0455
 214-768-2346
www.smu.edu/MasterEdCert

Master of Music in Music Education

PO Box 750356
 Dallas TX 75725-0356
 214-768-3765
www.smu.edu/Meadows/music

Education Courses

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

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

EDU 5318 (3). FORMATIVE/SUMMATIVE ASSESSMENT. This course is an explanation and practice of formal and informal assessment strategies and how assessment outcomes should inform instruction and be shared with families. All assignments relate to putting assessment skills into practice in the classroom.

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

EDU 5331 (3). CONTENT AREA STUDIES FOR ELEMENTARY SCHOOL. This course is an exploration of science, social studies, art, music, drama, and physical education content for EC through 6th-grade students and effective teaching strategies for each content area.

EDU 5335 (3). ADOLESCENT DEVELOPMENT AND COGNITION. This course focuses on theory of adolescent growth and development and its application in the classroom. The study of how adolescents learn and the conditions under which they learn best will guide this course.

EDU 5348 (3). INTRODUCTION TO DIVERSE LEARNERS. This course is a study of diversity, multicultural concepts, and inclusion and exploration of 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. This course evaluates learning materials and teaching methods focusing on knowledge and skills required for EC through 6th-grade students.

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. This course introduces theories, practices, and materials for teaching reading/writing in primary grades. All literacy classes require field experiences in local schools.

EDU 5363 (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 two 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), 5374 (3). SECONDARY STUDENT TEACHING. Requires a 15-week assignment in a middle/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), 5386 (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. Student works 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), 6103 (1), 6104 (1). CLINICAL THERAPY PRACTICUM II, III, IV. 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 6106 (1). WRITTEN EXPRESSION. Examines Project Read/Language Circle, an alternative language arts program that offers a systematic learning experience with direct teaching concepts through multisensory techniques. The Framing Your Thoughts: The Written Expression Strand curriculum delineates a process for expressing thoughts in written form. Abstract concepts of sentence construction and word function are developed concretely with symbols.

EDU 6107 (1). PROJECT READ: STORY FORM. This course focuses on Project Read/Language Circle, an alternative language arts program that offers a systematic learning experience with direct teaching concepts through multisensory techniques. The Reading Comprehension curriculum, which presents the underlying structure and format of language in both expository and narrative forms, is also explored. This strand is divided into report-form (expository) and story-form (narrative) written information. It teaches a process of analyzing the underlying structure of expository and narrative writing.

EDU 6108 (1). SALT: STRUCTURED ACCELERATED LANGUAGE TRAINING.

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 6117 (1). PROJECT READ: REPORT FORM. This course focuses on Project Read/Language Circle, an alternative language arts program that offers a systematic learning experience with direct teaching concepts through multisensory techniques. The Reading Comprehension curriculum presents the underlying structure and format of language in both expository and narrative forms. This strand is divided into written information in report form (expository) and story form (narrative). It teaches a process of analyzing the underlying structure of expository and narrative writing.

EDU 6118 (1). CHARACTERISTICS OF DYSLLEXIA. 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 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. This 1-hour seminar is required training for Texas Principal Certification. The seminar is conducted by certified trainers from TEA with participation from SMU faculty.

EDU 6141 (1). LITERACY PRACTICUM I. This course gives students opportunities for applying content from EDU 6340 and 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 6143 (1). BASIC LINGUISTIC STRUCTURES OF ENGLISH PART 2. Building on EDU 6260 and 6330, this course presents the current understanding of decoding and word study based on recent research. Specifically, the course focuses on the theory, research base, and application of specific procedures for designing and delivering reading instruction that targets the most frequent and reliable structures of written English for students who have dyslexia and related written-language disorders. *Prerequisite:* 2.000 GPA or better in EDU 6260. Reserved for students in the MED:Reading and Writing Program. For Dallas Cohort Only.

EDU 6144 (1). ADVANCED LINGUISTIC STRUCTURES OF ENGLISH PART 3. 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 third 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 6280. Reserved for students in the MED:Reading and Writing Program. For Dallas Cohort Only.

EDU 6148 (1). SYNTHESIS SEMINAR: PLANNING AND MENTORING. This seminar is a checkpoint which 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. This one-hour seminar includes supervised completion of an independent research project designed in EDU 6304 Interpreting Educational Research.

EDU 6200 (2). INDEPENDENT STUDY. Student works on a personalized system of instruction independently.

EDU 6231 (2). INTRODUCTORY COURSE C: EARLY LANGUAGE DEVELOPMENT. This course provides a continuation of instruction in introductory levels of the curriculum. Techniques and procedures previously introduced are refined and systems of record keeping and progress reporting are discussed. (Learning Therapy only)

EDU 6233 (2). ADVANCED COGNITIVE AND LINGUISTIC STRUCTURES OF WRITTEN LANGUAGE PART III. This course is 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 included is 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. This course focuses on the legal and policy issues critical to effective educational leadership. Topics include compliance, equity, code of ethics, and the development, communication and implementation of effective policy.

EDU 6241 (2). ORGANIZATIONAL BEHAVIOR. This course is a study of behavior in educational organizations. Topics include vision, culture, organizational climate, perceptions, attitudes, motivation, goal setting, influence, decision-making, and leadership.

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

EDU 6243 (2). FIELD STUDIES 1. Field Studies courses include internship activities directly aligned to the course work in each module of the program. Field Studies projects will be part of a summative portfolio assessment.

EDU 6244 (2). ORGANIZATIONAL LEADERSHIP. This course focuses on leadership theories and models that could be applied to roles such as campus planning, goal-setting, consensus building and resource allocation.

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

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

EDU 6247 (2). FIELD STUDIES 2. Field Studies courses include internship activities directly aligned to the course work in each module of the program. Field Studies projects will be part of a summative portfolio assessment.

EDU 6248 (2). ACADEMIC LEADERSHIP: WORLD LANGUAGES AND SOCIAL STUDIES. This course addresses trends and issues impacting instructional programs in world languages and social studies. Topics include program development, evaluation, compliance issues, and 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. This course provides experience in using collaborative tools to build self-awareness, clarify goals, and formulate action plans with accountability.

EDU 6251 (2). FIELD STUDIES 3. Field Studies courses include internship activities directly aligned to the course work in each module of the program. Field Studies projects will be part of a summative portfolio assessment.

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

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

EDU 6254 (2). STUDENT SERVICES. This course examines how discipline, safety and crisis management support a positive learning environment. Data from support services like counseling, social and health services will be analyzed as contributing factors.

EDU 6255 (2). FIELD STUDIES 4. Field Studies courses include internship activities directly aligned to the course work in each module of the program. Field Studies projects will be 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 purposes of higher education based on 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 ADMINISTRATION: PLANNING, BUDGETING, AND ASSESSMENT IN STUDENT AFFAIRS. 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 6260 (2). BASIC LINGUISTIC STRUCTURES OF ENGLISH PART 1. Part 1 provides teachers with evidence-based practices for teaching children who have dyslexia and related written-language disorders. Building on terminology and concepts in EDU 6330, the course presents the most common cognitive and linguistic structures of written English related to reading and spelling. *Prerequisite:* 2.000 GPA or better in EDU 6330. Reserved for students in the MED:Reading and Writing Program. For Dallas Cohort Only.

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. This course provides an overview of the academic and faculty governance of colleges and universities in the United States 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. Field Studies courses include internship activities directly aligned to the course work in each module of the program. Field Studies projects will be part of a summative portfolio assessment.

EDU 6266 (2). VALUES AND PERFORMANCE BASED CULTURE. Enables candidates to utilize meaningful measurements for embedding culture, benchmarking, setting performance standards and goals, and prioritizing actions that produce results.

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

EDU 6268 (2). CURRENT 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). HIGH PERFORMANCE OPERATING SYSTEMS. This course supports candidates in learning to develop, communicate, and effectively implement clear and strategic actions aligned with educational priorities that lead to performance against goals.

EDU 6270 (2). INSTRUCTIONAL LEADERSHIP: DATA PLANNING AND SCHOOL IMPROVEMENT. 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/PROFESSIONAL DEVELOPMENT APPRAISAL SYSTEM. This ILD/PDAS seminar is a required training for Texas Principal Certification. The seminar is conducted by certified trainers from the Region 10 Educational Service Center with SMU faculty participation.

EDU 6272 (2). STRATEGIC MANAGEMENT OF HUMAN CAPITAL. This course focuses on achieving effectiveness in building school and staff capacity by insuring student achievement through recruiting, selecting, developing, evaluating, rewarding, and retaining talent and teams through the support of core competencies.

EDU 6273 (2). SPECIAL TOPICS. Students work on a personalized system of instruction. Most of the work in this course is to be done as an independent study.

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 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 MED:Reading and Writing Program. For Dallas Cohort Only.

EDU 6300 (3). INDEPENDENT STUDY. Student works 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 will be required to investigate studies supporting best practice in the classroom. Reserved for students in the Masters of Education 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 will be required to analyze studies supporting best practice in classroom management and professional development. *Prerequisite:* 2.000 GPA or better in EDU 6366 or EDU 6326. Reserved for students in the MED:With Certification program.

EDU 6304 (3). INTERPRETING EDUCATIONAL RESEARCH. This course is a required core course for the Master of Education degree. The primary focus is on the interpretation of educational research studies in elementary and secondary schools settings. *Prerequisite:* Enrollment in the MED:Certif program and a 2.000 or better GPA in either EDU 6305 or 6329; or Enrollment in the MED:RDWR program and a 2.000 or better GPA in EDU 6363; or Enrollment in either the MED:UNSP or the Biling:MBE Programs. Students in the MED:UNSP and Biling:MBE Programs should take this course within their first two terms.

EDU 6305 (3). DIFFERENTIATED INSTRUCTION. This course 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. *Prerequisite:* Enrollment in the MED:RDWR program and a 2.000 or better GPA in EDU 6304; or Enrollment in the MED:CERTIF, the MED:UNSP or the Biling:MBE Programs.

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 6311 (3). LITERACY CONSULTATION. This course will provide 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. This course introduces students to different teaching approaches that help create equal educational opportunities for students from diverse racial, ethnic, social-class, and cultural groups. The course will provide strategies to make teaching more effective in increasingly diverse schools. Some sections of this course require Spanish proficiency. *Prerequisite:* Enrollment in the MED:Certif program and a 2.000 or better GPA in either EDU 6326 or 6366; or Enrollment in the MED:RDWR program and a 2.000 or better GPA in EDU 6305; or Enrollment in either the MED:UNSP or the Biling:MBE Programs.

EDU 6317/ANTH 6306 (3). CULTURE AND COMMUNITY IN EDUCATION. This course examines relationships between schools, families, and communities from various research perspectives. It 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). FUNDAMENTALS OF BILINGUAL EDUCATION. 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. This course 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. This course is a required core course for the Master of Education 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 will 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. This course includes surveys of the history of the field, basic terminology and definitions, major models and theories, and effective program prototypes for gifted students. Students review 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 prekindergarten–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. This course introduces research, practices, and materials for teaching reading/writing in grades PK–1. All literacy classes require field experiences in local schools. *Prerequisite:* 2.000 GPA or better in EDU 6329. Reserved for students in the MED:With Certification Program.

EDU 6328 (3). STRATEGIC TEACHING. This course examines a variety of instructional strategies proven to engage learners in the middle and high school learning environment and 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 MED:With Certification Program.

EDU 6329 (3). EC–6 MATH. This course is an evaluation of teaching methods in mathematics focusing on the knowledge and skills required for prekindergarten through 6th grade students. Study of the research in math concept development will be required. Reserved for students in the Masters of Education with Certification Program.

EDU 6330 (3). INTRODUCTORY COURSE A: SURVEY OF DYSLEXIA AND RELATED LEARNING DISORDERS. This course offers an introduction to language communication concepts and educational activities for teaching individuals with developmental dyslexia and related language learning difficulties. It also 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 Master of Education 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. This course 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. This course offers an overview of advanced dyslexia instruction. It also 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. This course is a continuation of EDU 6332. Previously developed procedures and techniques are refined, and phonetic irregularities and semantic and syntactic structures are examined. (Learning Therapy only)

EDU 6336 (3). READING AND WRITING TO LEARN. This course introduces research, practices, and materials for teaching reading/writing in grades 2–6. All literacy classes require field experiences in local schools. *Prerequisite:* 2.000 GPA or better in EDU 6327. Reserved for students in the MED: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. This course will address reading at the primary (Pre-K–Grade 3) levels. *Corequisite:* EDU 6141.

EDU 6342 (3). LITERACY INSTRUCTION FOR STUDENTS WITH DYSLEXIA AND RELATED DISORDERS: INTRODUCTORY COURSE. This course is an introduction to the study of literacy instruction for students with dyslexia and related disorders. Specifically, the course focuses on the characteristics of dyslexia and related disorders, definitions, basic terminology, and research-based components of instruction. The course 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 Masters of Education 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 MED:Reading and Writing Program. For Houston Cohort Only.

EDU 6344 (3). LITERACY INSTRUCTION FOR STUDENTS WITH DYSLEXIA AND RELATED DISORDERS: WRITTEN EXPRESSION INSTRUCTION. EDU 6344 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 MED:Reading and Writing Program. For Houston Cohort Only.

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

EDU 6346 (3). ADVANCED LINGUISTIC STRUCTURES OF ENGLISH PART 1. 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 the teaching-level courses of study, this therapy-level course presents advanced and complex cognitive and linguistic structures of written English related to reading and spelling. *Prerequisite:* 2.000 GPA or better in EDU 6143. Reserved for students in the MED:Reading and Writing Program. For Dallas Cohort Only.

EDU 6347 (3). CREATIVITY: THEORIES, MODELS AND APPLICATIONS. This course surveys the concept of creativity. Topics covered include instruments and techniques for identifying creativity, theories and models of creativity, techniques for creativity enhancement, and futuristics and challenges unique to creative persons. *Prerequisite:* 2.000 or better GPA in EDU 6325.

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 6351 (3). DYSLEXIA INSTRUCTOR LEVEL I. Dyslexia teaching-level instructor training in Level I.

EDU 6352 (3). CAS INSTRUCTOR LEVEL I. 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 6363 (3). ADVANCED LITERACY DEVELOPMENT. This course will build on EDU 6340 and address reading issues in intermediate grades as well as reading instruction in middle and high schools. *Prerequisite:* 2.000 or better GPA in EDU 6340. *Corequisite:* EDU 6142.

EDU 6365 (3). GRADUATE WRITING FOR EDUCATION AND HUMAN DEVELOPMENT. This course is 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. The purpose of this course is to prepare content area teachers to facilitate their students' ability to gain meaning from text and to use text as tool for content area learning. Practical strategies and techniques for accommodating the academic diversity faced by today's teachers will be provided. Teachers will complete the semester 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 MED: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 6375 (3). LEADING WITH VALUES. This course enables participants to examine their identity as a leader and how their decisions and actions impact values-driven behavior, organizational resilience, adaptability, and an achievement-based culture.

EDU 6376 (3). INTERNSHIP I: CAMPUS LEADERSHIP. Intensive, 1-week summer culture camp held at selected schools. Students plan their personal contribution for building a tight, achievement-based culture at their school.

EDU 6377 (3). EXPERIENTIAL FIELD STUDIES. This course includes internship activities directly aligned to the coursework in each module of the program. Field Studies projects will be 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. This course covers topics including 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. In addition to advanced mathematical content that informs elementary, middle, and secondary teaching, practical models for effectively teaching numerical reasoning, number systems, and operations for EC–12 mathematics are discussed, as will components for developing effective mentoring relationships.

EDU 6380 (3). ALGEBRAIC REASONING AND PATTERNS. This course discusses functional relationships and their properties: patterns; variable expressions; definitions and properties of functions; graphs; one-to-one; invertibility; compositions; various linear, quadratic, polynomial, rational, trigonometric, exponential, and logarithmic models; 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. In addi-

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

EDU 6381 (3). GEOMETRY AND MEASUREMENT. This course 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/deductive reasoning; mathematical induction; symbolic logic, proofs, and invalid arguments; significant historical developments; introductory topology; coordinate geometry; vectors; matrices; introduction to the two non-Euclidean geometries, elliptic and hyperbolic; and problem-solving. In addition to advanced mathematical content that informs elementary, middle, and secondary teaching, practical models and available technological tools for effectively teaching students about geometry, measurement and proof for EC-12 mathematics are discussed, as well as components for developing effective mentoring relationships. *Pre 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. Also, discusses practical models and available technological tools for effectively teaching probability and statistics and for overcoming common student misconceptions in EC–12 mathematics, and examines components for developing effective mentoring relationships. *Prerequisite/corequisite:* EDU 6379.

EDU 6384 (3). TEACHING AND LEARNING WITH TECHNOLOGY. The content of this course 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. EDU 6384 is the first in the Master Technology Teacher sequence. It is a prerequisite for the other three classes in the sequence. 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. The content of this course 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 for the course 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. The course is the second/third 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. The content of this course 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. The course is the second/third 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. The content of this course 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 course 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. This course 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. *Prerequisite:* 2.000 or better GPA in EDU 6347 and 6397.

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. This course 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. This course will focus on strategies to engage families and communities in campus improvement. Candidates will review how other governmental entities and business partners can promote student achievement.

EDU 6392 (3). FIELD STUDIES: CAMPUS PLANNING. Field studies courses include internship activities directly aligned to the coursework in each module of the program. Field studies projects are part of a summative portfolio assessment.

EDU 6393 (3). PORTFOLIO SEMINAR. Final portfolio development value added project presentations will take place in this seminar. Participants will include the advising professor, clinical faculty and school-based mentors.

EDU 6394 (3). PORTFOLIO SEMINAR. Final portfolio development value added project presentations will take place in this seminar. Participants will include the advising professor, clinical faculty and school-based mentors.

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

EDU 6397 (3). GROWTH AND DEVELOPMENT OF THE GIFTED. This course examines the differentiated affective characteristics and needs of the gifted, including a review of general counseling theories, effective communication skills with the gifted, and the assessment of affective needs. Students will develop strategies for assisting the gifted and developing social and interpersonal skills. Issues surrounding the potential of the gifted to achieve and make significant contributions to society as a whole are reviewed. *Prerequisite:* 2.000 or better GPA in EDU 6325.

EDU 6398 (3). TEACH FOR AMERICA PRACTICUM 1. This course is 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. *Prerequisites:* This course is restricted to members of the Teach for America Corps who are enrolled in the M.Ed. program.

EDU 6399 (3). TEACH FOR AMERICA PRACTICUM 2. This course is 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. *Prerequisites:* This course is restricted to member 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 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) This 1-hour course is 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 7301 (3). PROFESSIONAL SEMINAR: PARADIGMS OF EDUCATION RESEARCH. This course provides an introduction to the department of Literacy, Language, and Learning, to contemporary research in education, and to the paradigms and methods of education research. Students will acquire a foundation for the coursework, independent scholarship and research they will undertake in the doctoral program.

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; Review of literature employing mixed methods; 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. This course introduces statistical techniques for educational research, and promotes the ability to interpret statistical concepts. Techniques covered include analysis of variance, multiple comparisons, non-parametric statistics, simple linear regression, and multiple correlations.

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

EDU 7313 (3). ADVANCED ASSESSMENT METHODS. The course covers advanced topics in educational and psychological assessment. Topics include terminology, concepts, and methods in reliability, validity, fairness, IRT, and 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. This course focuses on examining people-organization relationships of the person, group, organization, and social system, and evaluate the impact this relationship has on school effectiveness and student achievement.

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

GRADUATE TEACHER CERTIFICATION PROGRAMS

Postbaccalaureate Teacher Certification

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 eight–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, scores on the TOEFL or IELTS English language proficiency test.
6. A written essay.
7. Official interview with advisers in the Department of Teaching and Learning.

Certification Grade Levels

Early Childhood–Grade 6

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.

Certification Requirements. 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:

| <i>Postbaccalaureate Certification (EC–Grade 6 Generalist)</i> | <i>Credit Hours</i> |
|--|---------------------|
| 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

(Middle and High School: Grades 4–8 and 8–12)

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.

Certification Requirements. 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:

| <i>Postbaccalaureate Certification (Middle School/High School)</i> | <i>Credit Hours</i> |
|---|---------------------|
| 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

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 part 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, only six credit hours may be transferred into the M.B.E. or M.Ed. program. Thus, students wishing to transfer bilingual coursework into the M.B.E. program or into the M.Ed. program should consider making application prior to taking more than six credit hours or two courses. Applications to the M.Ed. or M.B.E. program made after completion of nine or more credit hours of any supplemental certification program (three or more courses) will not be able to apply their additional credit hours to the M.B.E. program.

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 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:

| <i>Supplemental Certification in Bilingual Education</i> | <i>Credit Hours</i> |
|--|---------------------|
| 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

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, only six credit hours may be transferred into the M.B.E. or M.Ed. program. Thus, students wishing to transfer ESL coursework into the M.B.E. program or into the M.Ed. program should consider making application prior to taking more than six credit hours or two courses. Applications to the M.B.E. or M.Ed. program made after completion of nine or more credit hours (three or more courses) of any supplemental certification program will not be able to apply their additional credit hours to the M.B.E. or M.Ed. program.

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.

| <i>Supplemental Certification in English as a Second Language</i> | <i>Credit Hours</i> |
|--|---------------------|
| 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 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, only six credit hours may be transferred into the M.B.E. or M.Ed. program. Thus, students wishing to transfer gifted education coursework into the

M.B.E./gifted plan or into the M.Ed. program should consider making application prior to taking more than six credit hours. Applications to the M.Ed. program or M.B.E./gifted plan made after completion of nine or more credit hours of the Gifted Education program (three or more courses) will not be able to apply their additional credit hours to the M.B.E./M.Ed. program.

The ideal sequence for the required courses is listed below:

| <i>Supplemental Certification in Gifted and Talented Education</i> | <i>Credit Hours</i> |
|---|---------------------|
| 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

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.

Certification 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:

| <i>Learning Therapy Certificate Requirements</i> | <i>Credit Hours</i> |
|---|---------------------|
| 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 elective 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 four 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 Annette Caldwell Simmons School of Education and Human Development to develop teacher leaders and to lead in research-based instruction, SMU applied for and received approval to offer these four programs. The course competencies in all four 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, reading, science and technology. 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, master reading teacher, master science teacher and master technology 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 non-degree 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, only six credit hours may be transferred into the M.Ed. program. Thus, students wishing to transfer all of the required 12 or 14 hours of Master Teacher program coursework into the M.Ed. program must make application prior to taking more than six credit hours. Applications to the M.Ed. program made after completion of nine or more credit hours of any of the Master Teacher program courses will not be able to apply their additional hours to their M.Ed. program. 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.

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 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.

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

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 and Development for Educators
- EDU 6387** Research and Professional Development in the Information Age

Contact Information**Postbaccalaureate Teacher Certification**

PO Box 750455
Dallas TX 75725-0455
214-768-2346
www.smu.edu/teacher_prep

Bilingual Education Supplemental Certification

PO Box 750455
Dallas TX 75725-0455
214-768-2346
www.smu.edu/BilingualSupplementalCertification

English as a Second Language Certification

PO Box 750455
Dallas TX 75725-0455
214-768-2346
www.smu.edu/ESLcertification

Gifted Education Certification

PO Box 750455
Dallas TX 75725-0455
214-768-2346
www.smu.edu/GiftedCert

Learning Therapy Certification

5236 Tennyson Pkwy., Suite 108
Plano TX 75024
214-768-7323
www.smu.edu/LearningTherapy

Master Mathematics Teacher Certification

PO Box 750455
Dallas TX 75725-0455
214-768-2346
www.smu.edu/MMT

Master Reading Teacher Certification

PO Box 750455
Dallas TX 75725-0455
214-768-2346
www.smu.edu/MRT

Master Science Teacher Certification

PO Box 750455
Dallas TX 75725-0455
214-768-2346
www.smu.edu/MST

Master Technology Teacher Certification

PO Box 750455
Dallas TX 75725-0455
214-768-2346
www.smu.edu/MTT

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.

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.

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

www.smu.edu/Meadows/AreasOfStudy/Music/OtherPrograms/MusicEducators

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 Mustang Learning Center for Youth

www.smu.edu/MustangLearning

The Mustang Learning Center for Youth offers tutoring services for school-age children who are experiencing difficulty with reading, vocabulary development, writing, mathematics and spelling. The tutoring methods and tools used the center have been designed and tested by researchers from the University's nationally renowned Institute for Evidence-Based Education. Tutoring sessions are individualized, providing one-on-one instruction that is explicit, intensive and specifically designed to address learning differences and disabilities in children.

Contact Information

The Mustang Learning Center for Youth

Expressway Towers
6116 N. Central Expressway, Ste. 190
Dallas TX 75206
214-768-7247

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 Center on Communities and Education

www.smu.edu/CCE

The mission of the Center on Communities and 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. CEE 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 Center on Communities and 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 Professor:** Dan Berebitsky. **Clinical Professor:** Lori S. White. **Clinical Associate Professors:** Watt Lesley Black, Jr., Gail Hartin, Rosemary Perlmeter. **Clinical Assistant Professor:** S. Kiersten Ferguson.

General Information

The Department of Education Policy and Leadership focuses on preparing educators for leadership roles in complex educational settings for early childhood through grade 12 and for colleges and universities. 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 school-wide 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

1. A baccalaureate degree from an accredited institution.
2. A minimum undergraduate grade point average 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 Annette Caldwell Simmons School of Education and Human Development. 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 45-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.

| <i>Accelerated School Leadership Program (1-year program)</i> | <i>Credit Hours</i> |
|---|---------------------|
| 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 6255 Field Studies 4 | 2 |
| EDU 6375 Leading With Values | 3 |
| EDU 6391 Collaborative Leadership | 3 |
| EDU 6392 Field Studies: Campus Planning | 3 |
| EDU 6393 Portfolio Seminar | 3 |
| Total | 45 |

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

1. A baccalaureate degree from an accredited institution.
2. A minimum undergraduate grade point average 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 Annette Caldwell Simmons School of Education and Human Development.
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 45-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 five days per week, with the exception of residency, Internship 1 and field studies 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 6271.

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.

| <i>Urban Leadership Program (2-year program)</i> | <i>Credit Hours</i> |
|--|---------------------|
| EDU 6240 Legal and Ethical Aspects of Leadership | 2 |
| EDU 6241 Organizational Behavior | 2 |
| EDU 6245 Leading Organizational Change | 2 |
| EDU 6252 Special Populations | 2 |
| EDU 6254 Student Services | 2 |
| EDU 6266 Values and Performance Based Culture | 2 |
| EDU 6267 Instructional Leadership: Program Management and Evaluation | 2 |
| EDU 6268 Current Education Policy | 2 |
| EDU 6269 High Performance Operating Systems | 2 |
| EDU 6270 Instructional Leadership: Data Planning and School Improvement | 2 |
| EDU 6271 Instructional Leadership/PDAS | 2 |
| EDU 6272 Strategic Management of Human Capital | 2 |
| EDU 6375 Leading with Values | 3 |
| EDU 6376 Internship I: Campus Leadership | 3 |
| EDU 6377 Experiential Field Studies | 3 |
| EDU 6395 Urban School Residency | 12 |
| Total | 45 |

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 a prescribed sequence of courses through two seven-week modules offered during the fall and spring semesters as well as summer school courses. 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 three years. Extensive field experience in which students immediately apply their learning is a key component of the program.

Admission Requirements

1. A baccalaureate degree from an accredited institution.
2. A minimum undergraduate grade point average 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 Annette Caldwell Simmons School of Education and Human Development. 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 45-hour degree program that can be completed on two structured plans: a two-year full-time plan or a three-year part-time plan. Students participate as members of a cohort taking courses in a prescribed sequence.

| <i>Higher Education Program</i> | <i>Credit Hours</i> |
|--|---------------------|
| EDU 6257 Foundations and History of Higher Education | 2 |
| EDU 6262 Emerging Issues in Student Affairs | 2 |
| EDU 6263 Faculty and Academic Governance | 2 |
| EDU 6256 Legal Issues in Higher Education | 2 |
| EDU 6279 Student Affairs | 2 |
| EDU 6273 Special Topics | 2 |
| EDU 6277 International and Comparative Higher Education | 2 |
| EDU 6273 Special Topics | 2 |
| EDU 6274 Student Development Theory | 2 |
| EDU 6276 Interpreting Educational Research | 2 |
| EDU XXXX Institutional Planning and Research | 2 |
| EDU 6275 Public Policy and Higher Education | 2 |
| EDU 62XX The College Student | 2 |
| EDU 6273 Special Topics | 2 |
| EDU 6259 Higher Education Finance | 2 |
| EDU 6258 The Politics of Difference | 2 |
| EDU 6278 Case Studies in Higher Education | 2 |
| EDU 6243 Field Studies 1 | 2 |
| EDU 6247 Field Studies 2 | 2 |
| EDU 6251 Field Studies 3 | 2 |
| EDU 6255 Field Studies 4 | 2 |
| EDU 6306 Leadership in Higher Education | 3 |
| Total | 45 |

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DEPARTMENT OF DISPUTE RESOLUTION AND COUNSELING

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

Clinical Professor: Daniel Rainey. **Clinical Associate Professors:** Thomas Hartsell, Gay McAlister. **Clinical Assistant Professors:** Margaret Keeling, John Potter, Brandy Schumann, Misty Solt. **Senior Lecturer:** Anthony Picchioni. **Lecturers:** Robert Barner, Betty Iglesias Gilmore.

General 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, which is 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

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 6321 Advanced Research Methods Inactivated

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

Dispute Resolution Professional Seminar Series

5228 Tennyson Pkwy., Suite 118

Plano TX 75024

972-473-3435

www.smu.edu/DisputeResolutionSeminars

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 6108 (1), 6109 (1). PRACTICUM II. Continued exposure to actual court-annexed mediation referrals from area courts. Students will do a minimum of two mediations.

HDDR 6121 (1), 6222 (2), 6322 (3). INDEPENDENT STUDY.

HDDR 6122 (1). PROFESSIONAL SEMINAR I.

HDDR 6123 (1). PROFESSIONAL SEMINAR II.

HDDR 6124 (1). PROFESSIONAL SEMINAR III.

HDDR 6302 (3). NEGOTIATION AND DISPUTE RESOLUTION. Students are introduced to contemporary theories of negotiation and 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. Through learning the arbitration process, students learn 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 United States court system will be studied with a particular emphasis on how methods of alternative dispute resolution augment, coordinate and sometimes clash with the goals of traditional litigation. Students will learn legal concepts and terminology essential to successfully working within the field of dispute resolution and will be introduced to basic legal skills. These legal skills include legal reasoning, interpreting case law, statutes and administrative codes, as well as receiving 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. The course focuses on human communication in the context of conflict. It 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 those 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 has created a need for redress options. ODR connects capable neutrals with parties in ways that bring efficiencies to inefficient online marketplaces. This course examines the development of ODR, the new challenges it poses to neutrals and systems designers, and looks at all the major providers, administrative agencies, and international organizations currently involved. This is accomplished with state-of-the-art ODR technologies through a series of simulations.

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 will be given to preparing students in understanding various financial factors and developing skills and tools to assess, analyze, design and facilitate resolutions. The course is designed to be both a theoretical and practical course enabling the student to apply knowledge and skills directly. It is designed to be an interactive course to stretch the thinking of all students.

HDDR 6319 (3). PSYCHOLOGY OF CONFLICT. What happens when one party is a conflict wants something that another party resists doing or giving? Conflict can arise in groups, between individuals in many different settings. The focus of this course will be 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.

HDDR 6320 (3). SELECTED TOPICS IN DISPUTE RESOLUTION. With variable course content, students will explore topics of interest as related to the general application of dispute resolution.

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 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. More in depth exploration of the dispute resolution issues arising in families through case studies on domestic violence, adoption, and other court orders.

HDDR 6334 (3). PERSONAL INJURY. The application of dispute resolution to wrongs or damages done to another, either to his/her person, rights, reputation or property is the focus of analysis for this course.

HDDR 6336 (3). SELECTED DISPUTE RESOLUTION TOPICS. Students explore various topics of interest concerning the dispute resolution field.

HDDR 6340 (3). COMMERCIAL DISPUTE RESOLUTION. Focus is 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 EEOC 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 will not be 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. This course takes dispute resolution into the workplace to avoid costly and time-consuming litigation. Students will examine the major functions typically entrusted to a human resources organization within a business environment. Topics such as proper applicant sourcing, understanding EEO obligations, wage and salary administration, managing employee performance, the disciplinary process, proper investigation of complaints, involuntary terminations, postseparation activities, etc. will be examined. The focus will be on developing a course of action to identify causes of disputes and develop a cause of action through model best practices and legally compliant practices for resolution of such disputes.

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. They also discover how the facilitation skills that are employed in micro-interventions (the facilitation of single teams), must be adapted to meet the facilitation needs of large-scale organizational change projects. This course also 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 are inclined to handle these conflicts on a case-by-case basis or use adversarial approaches that often escalate the situation and result in expensive solutions later on. An effective dispute resolution system can offer a constructive approach to managing a wide range of organizational conflicts.

These systems 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). ADVANCED EXECUTIVE COACHING. This course uses organizational systems theory as a framework for guiding students through advanced techniques for executive coaching. Students will also learn how to adapt coaching diagnosis and intervention to the three different coaching requirements: transitional coaching, developmental coaching, and remedial coaching. This course will also help students perform a baseline assessment of their core competencies as coaches, and engage in additional opportunities to practice and strengthen their executive coaching skills.

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, explores 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 6360 (3). COUNSELING AND INTERVIEWING. Focus is on the necessary skills for effective interviewing with emphasis placed on methods of inquiry and fact finding. It is the study of the function and professional skills ADR professionals during the critical processes of interviewing and counseling. Substantive focus of the course is on preventive law and client-centered planning. The course draws from fields of communication and psychology as well as law. The emphasis is on learning through simulation exercises, case studies and discussions.

HDDR 6361 (3). CROSS CULTURAL AND GENDER NEGOTIATION. Students examine the relationship of identity, gender, culture and ethnicity to conflict dynamics in the negotiation process. Individual and collective oriented cultures will be compared. The use of body language and physical spacing in negotiation will be explored. Students will discuss the use of language, narratives, and metaphors and how the concept of apology and forgiveness is a culture and gender dependent issue. The focus is to increase the student's sensitivity and awareness to these issues and to practice skills that will make them more effective conflict resolvers.

HDDR 6362 (3). EDUCATION AND DISPUTE RESOLUTION. This course examines the uses of dispute resolution techniques from kindergarten to college. Attention given to multiparty disputes between students, faculty, administrators and the educational community. Skills for diagnosis, management and resolution will be taught through a combination of didactic and role simulations.

HDDR 6363 (3). HEALTH CARE AND DISPUTE RESOLUTION. A survey of situations and issues where conflict commonly develops in the health care field with its unique culture and systems. Focus includes quality review standards, malpractice, and bioethical disputes.

HDDR 6364 (3). INTERNATIONAL CONFLICT MANAGEMENT. This course will discuss 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 will also 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, multistakeholder and/or citizen group's participation, adversarial negotiations with governmental entities, reparation of settlement documents, and the still new field of negotiated rule-making.

HDDR 6366 (3). RELIGION AND DISPUTE RESOLUTION. When the usually peaceful ambience 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. Particular emphasis will be placed on equipping students in skills for mediating interpersonal and group conflict in churches, employing a transformational model of mediation placed within the context of family systems theory. Active and practical in focus, the course emphasizes hands-on skills training and real-life roleplays based on the types of conflict typically found in churches. Although focused primarily on the church setting, the skills learned are directly transferable to other settings. This course also 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. Students obtain a basic introduction to coaching, including its purpose, applications, and how coaching differs from counseling or mediation. Students learn how to make certain that all parties (the coachee, coachee's manager, and sponsoring organization) share the same expectations of the coaching process. Students also learn how to conduct in-depth assessment interviews with their coachees, and with other organizational stakeholders. The course also introduces students to the use of 360o tools, and shows them how to integrate 360o and interview data into a consolidated assessment report. Finally, students learn how to develop a coaching contract and conduct an initial postcontracting interview.

HDDR 6371 (3). TRANSITIONAL AND DEVELOPMENTAL COACHING. This is the second course in the executive coaching series and focuses on learning to provide coaching to leaders who are making transitions into new work settings (transitional coaching), or who are preparing to take on broader organizational roles (developmental coaching). Students will learn to identify underlying organizational and leadership factors that could contribute to a transitional leader's success or failure in a new work setting. Assessing the leadership style, experience and communication factors that have been shown to be associated with a leader's potential to succeed within high-level job assignments. Coursework will also involve comparing and contrasting development hurdles leaders must overcome as they prepare for different organizational levels and identifying behaviors and learning approaches that have been demonstrated by leaders who have performed well.

HDDR 6372 (3). PERFORMANCE COACHING. This is the third course in the executive coaching track, which leads to the Certificate in Executive Coaching. Performance coaching helps managers address significant behavioral problems or leadership style issues that are adversely impacting their work performance. This course introduces research on interpersonal and leadership style issues that have been shown to play key roles in leadership success or failure. Also introduces research related to leadership derailment, or failure patterns observed in managers who have been previously assessed as being high-potential leaders. Within this course, students learn about the most common performance coaching challenges that are likely to be encountered in performance coaching. They learn how to meet and address resistance to coaching and learn the intricacies of client contracting, with particular attention to establishing clear and detailed expectations for performance improvement. Students also engage in 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 license in chemical dependency counseling; certification in child counseling; lesbian, gay, bisexual and transgender counseling; and art 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** 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 45 credit hours plus 15 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 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 6345** Music Therapy
- HDCN 6346** Career Assessment
- HDCN 6350** Introduction to Neuroscience
- HDCN 6351** Psychopharmacology and Substance Abuse
- HDCN 6352** Psychology of Addictions
- HDCN 6353** Treatment Management
- 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. 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 of Dallas 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 Dallas

2701 Reagan Street
Dallas TX 75219
214-528-0144
www.rcdallas.org

Counseling Courses

HDCN 6049 (0). GRADUATE FULL-TIME STATUS. Allows full-time status for graduate students without credit.

HDCN 6301 (3). COUNSELING THEORY. The major theories of professional counseling are examined.

HDCN 6302 (3). COUNSELING METHODS: INDIVIDUAL. Basic counseling methods used in individual interventions are examined. *Prerequisite:* HDCN 6301.

HDCN 6303 (3). COUNSELING METHODS: GROUP. Theory, dynamics, and methods of counseling practice with groups are examined. *Prerequisite:* HDCN 6301.

HDCN 6304 (3). COUNSELING DIVERSE COMMUNITIES. Social, cultural, gender, and family issues are examined with a focus on counseling within diverse communities.

HDCN 6305 (3). ADVANCED COUNSELING METHODS: INDIVIDUAL. The focus of this course will be on polishing the skills learned in Counseling Methods: Individual and the amplification of techniques applicable to different client needs in a variety of settings. *Prerequisite:* Counseling Methods: Individual.

HDCN 6306 (3). ADVANCED COUNSELING METHODS: GROUP. The focus of this course will build on the foundational skills learned in HDCN 6303 Counseling Methods: Group, and expand and enhance techniques applicable to different types of groups in a variety of settings. *Prerequisite:* HDCN 6303 Counseling Methods: Group.

HDCN 6307 (3). GERIATRIC COUNSELING. Counseling theory and practices applied to geriatric populations are presented.

HDCN 6308 (3). COUNSELING: ELEMENTARY SCHOOL. Theory and methods of counseling in the elementary school are examined. Course required for elementary school counseling track.

HDCN 6309 (3). COUNSELING: SECONDARY SCHOOL. Theory and methods of counseling in secondary schools are examined. Course required for secondary school counseling track.

HDCN 6310 (3). FAMILY SYSTEMS. Major family system theories are examined. *Prerequisite:* HDCN 6312.

HDCN 6311 (3). FOUNDATIONS OF MARRIAGE AND FAMILY THERAPY. The major approaches to marriage and family therapy are examined.

HDCN 6312 (3). FAMILY THERAPY. Theory and practice in family therapy are examined.

HDCN 6313 (3). FAMILY OF ORIGIN. Variations in family of origin are examined with a focus on therapy implications.

HDCN 6314 (3). SEXUAL COUNSELING AND THERAPY. Various problems and practices in sexual counseling and therapy are examined.

HDCN 6320 (3). LIFE SPAN DEVELOPMENT. Normal physical, intellectual, and social and emotional development is examined from birth to old age.

HDCN 6321 (3). LIFESTYLE AND CAREER DEVELOPMENT. The major theories of vocational choice, career decision-making, and lifestyle development are examined.

HDCN 6323 (3). ADOLESCENT COUNSELING. Theoretical and practical approaches specifically for adolescents are presented.

HDCN 6325 (3). THERAPEUTIC PARENTING. Students learn how to actively engage parents as partners in a therapeutic counseling process that concerns minors.

HDCN 6330 (3). PSYCHOPATHOLOGY: ADULT. Abnormal adult behavior is examined.

HDCN 6331 (3). PSYCHOPATHOLOGY: CHILD AND ADOLESCENT. Abnormal behavior in children and adolescents is examined.

HDCN 6340 (3). ASSESSMENT. The principles, concepts, and techniques of human testing and assessment are examined with a focus on the uses in counseling. *Prerequisite:* HDCN 6349.

HDCN 6342 (3). COGNITIVE, CAREER AND EDUCATIONAL ASSESSMENT. Interpretations of career and educational assessments are presented with a focus on their use in counseling. *Prerequisite:* HDCN 6340.

HDCN 6343 (3). PLAY THERAPY. The theories and practices of play therapies used in counseling children are presented.

HDCN 6344 (3). ART THERAPY. The theories and practices of art therapies used in counseling are presented.

HDCN 6349 (3). RESEARCH DESIGN AND STATISTICS. Research design and statistics commonly used in human development, education, and counseling research are examined.

HDCN 6351 (3). PSYCHOPHARMACOLOGY AND SUBSTANCE ABUSE. The psychological and behavioral effects of drugs are examined with a focus on substance abuse.

HDCN 6352 (3). PSYCHOLOGY OF ADDICTIONS. The origins and trends of addictive behavior will be covered including substances, gambling, internet, relationship addiction, and others. Understanding the origins of addictions, treatment options, and barriers to treatment will be explored. Students will also learn about addiction comorbidity with mental health issues as well as 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 6370 (3). CRISIS INTERVENTION. Crisis intervention for individuals, marriages, families, and groups are emphasized.

HDCN 6372 (3). GENDER ISSUES. Gender and sexual identity issues are presented within the contexts of individual, marriage, and family counseling.

HDCN 6381 (3). ETHICS AND MENTAL HEALTH. Ethical codes, and mental health law as well as the legal issues of counseling practice are examined.

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. Students are introduced to contemporary theories of negotiation and 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 lecture, role play, and videotape to meet the state of Texas requirement for mediators.

HDCN 6385 (3). ADVANCED GENERAL PSYCHOLOGY. Overview of basic psychology for counseling students.

HDCN 6386 (3). FAMILY LAW. The Texas family code and other legal issues pertaining to family relations are presented.

HDCN 6387 (3). DOMESTIC RELATIONS. Mediation techniques for divorcing couples are presented.

HDCN 6391 (3). SELECTED TOPICS: COUNSELING. Various topics in counseling for advanced study.

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. A supervised practicum in counseling is required.

HDCN 6398 (3). INTERNSHIP I. An internship in counseling is required.

HDCN 6399 (3). INTERNSHIP II. An internship in counseling is required.

DEPARTMENT OF LIFELONG LEARNING

www.smu.edu/mls

David J. Chard, **Dean and Department Chair**

Liberal Studies Academic Council, 2013–2014 Professors: Robert Hunt (Theology), John Ubelaker (Biology). **Associate Professors:** Melissa Barden-Dowling (History), John Mears (History), Dennis Simon (Political Science). **Professor of Practice:** Rick Halperin (History). **Adjunct Professors:** Diane Goode (Art History), Janet Harris (English). **Emeritus Professor:** John Lewis (English).

General Information

The Department of Lifelong Learning promotes personal enrichment and achievement of potential through a broad interdisciplinary curriculum. Its credit and non-credit 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

Michele Mrak, **Director**

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. Students find the historical and philosophical approach to these subjects accessible and challenging.

Social Science. Social science courses provide a blend of history, economics and political science in the study of wealth, power and status. These courses enable the student to step away from the headlines and slogans of the day and take a long look at what it means to be a thoughtful citizen of the world.

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 interviews and résumés.

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 director of the program and/or the dean of the Annette Caldwell Simmons School of Education and Human Development.

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, upon request, an interview with the M.L.S. program director and/or 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. It is highly recommended that students take these as their initial courses in the program. 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 director and/or 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 regulations:

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 is considered for study by correspondence or online study 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 director and/or 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 or 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. A \$75 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

Liberal Studies Courses

Behavioral Sciences

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), 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/collective change process and the importance of conversations/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, students are introduced to 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. This course may be applied to the following curricular field concentrations: organizational dynamics; communication, media, and technology.

BHSC 6308 (3). INTRODUCTION TO 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. The course 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. This course reviews and specifically details the leading and most recent theories of hate, and examines the depth of hate-related utility and its futility. It covers topics such as in-group/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 vs. 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 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. This course 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. The class satisfies the state of Texas mediation requirements and the mediation course requirements for the Dispute Resolution program. This 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. This course is presented in the 16th-century halls of Trinity College in Dublin. The class focuses on the processes and approaches that have been successfully used by numerous organizations to build and sustain functional international relationships. The course incorporates a unique design format that includes one weekend at the SMU-in-Plano campus followed by a week of activities in Dublin. The format allows students ample time to explore Dublin and integrate a full cross-cultural experience with classroom learning. The course also makes use of a variety of guest speakers to offer students 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. This course examines the nexus between trauma and ongoing conflict through interaction with local experts and site visits. Students interact with conflict resolution/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 TEAMBUILDING.

This course 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 as team building and conflict management. The course 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 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.

Fine Arts

FNAR 6100 (1). INDEPENDENT STUDY. A 1-hour 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. A 2-hour directed study.

FNAR 6300 (3). INDEPENDENT STUDY. A 3-hour 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.

This course 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. This course may be

applied to the following curricular field concentrations: humanities; communication, media, and technology; and arts and cultural traditions.

FNAR 6306 (3). READING TO WRITE. Good writing is never imitative, but good writers always learn from other writers. Whether analyzing the successful techniques of a classic work by Hemingway, Faulkner, or 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. This course may be applied to the following curricular field concentration: creative writing.

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. This course may be applied to the following curricular field concentrations: humanities; arts and cultural traditions; and 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. This course 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 class researches and recreates physical comedy from its classical expressions to modern versions in film and

television. Individual performance assignments complement the research and scholarship of the course. This course 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, Gauguin, 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 THROUGH 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 story telling. This course looks at the plays of Shakespeare – primarily the comedies – through the lens of the clown/fool role. Beginning with his roots in ancient Greece and England's Saxon and medieval periods, the class defines and then investigates the importance of the clown in history. Moving to specific clown/fool characters in Shakespeare's tales, the class looks at how the clowns pointed, 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 support Shakespeare's intent and the world of the play as well as bring his textual storytelling to life. This course may be applied to the following curricular field concentrations: humanities and 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) This course 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, circa 1300–1700. The class 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. The course 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. This course 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. The course 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 through 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. This course explores 1) developing and writing longer works (short stories and scripts, for example), 2) giving and receiving feedback on work in progress and 3) 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. This course 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. This course 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. This course 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. This course 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.

Humanities

HUMN 6049 (0). GRADUATE FULL-TIME STATUS. Graduate full-time status.

HUMN 6100 (1). INDEPENDENT STUDY. Directed study.

HUMN 6104 (1). SACRED PLACES AND SPIRITUAL PRACTICES: RESEARCH. (held on SMU's campus near Taos, NM) This course represents the writing component of HUMN 6204. A 20-page research paper is submitted after the trip. Students enrolling in this course must enroll in HUMN 6204 and 6104, for a total of 3 credit hours. This course may be applied to the following curricular field concentrations: humanities; arts and cultural traditions.

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. Students enrolling in HUMN 6105 for credit must also enroll in HUMN 6205, for a total of 3 credit hours. This course may be applied to the following curricular field concentrations: humanities; arts and cultural traditions; global studies; gender studies; American studies. (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. This 1-hour course 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. This course may be applied to the following curricular field concentration: humanities.

HUMN 6200 (2). INDEPENDENT STUDY. A 2-hour directed study proposed by the student, under the guidance of a faculty member.

HUMN 6204 (2). SACRED PLACES AND SPIRITUAL PRACTICES. (held on SMU's campus near Taos, NM) Students get a first-hand glimpse into several aesthetically beautiful, and spiritually potent, sacred places in the area around Taos – places where the spiritual disciplines of numerous traditions flourish. They travel to, and participate in, the religious/spiritual life of the following: 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. Note: HUMN 6104 is the writing component of HUMN 6204. A 20-page research paper is submitted after the trip. Students enrolling for this course for credit must enroll in both HUMN 6204 and 6104, for a total of 3 credit hours. This course may be applied to the following curricular field concentrations: humanities; American studies.

HUMN 6205 (2). WOMEN AND THE SOUTHWEST. When female artists such as Georgia O'Keeffe and writers such as Mabel Dodge Luhan, Willa Cather, and Mary Austen arrived in the Taos area, they declared that this was the place where they as women, the intellectual artistic community, and even civilization could begin again. The environment becomes the classroom as students explore what, for example, inspired Luhan to lure to New Mexico the New York intellectual community, including such notables such as D. H. Lawrence and Ansel Adams. Students tour the Taos pueblo and the house Luhan constructed with her husband Tony Luhan, a Pueblo Indian. She dreamed their marriage would unite the two civilizations. Students also explore Indian ruins that resemble those in which Cather claims to have been reborn. Students visit the Georgia O'Keeffe Museum and explore the country that so enthralled O'Keeffe. Students enrolling in HUMN 6205 for credit must also enroll in HUMN 6105, for a total of 3 credit hours. This course may be applied to the following curricular field concentrations: humanities; arts and cultural traditions; global studies; gender studies; American studies. (SMU-in-Taos)

HUMN 6300 (3). INDEPENDENT STUDY. A 3-hour directed study.

HUMN 6303 (3). THESIS. Directed study toward thesis.

HUMN 6304 (3). TECHNOLOGY, HUMANITY, AND CONCEPTS OF IDENTITY. This course 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 exploring the digital person, digital surveillance and personal freedom, and issues of privacy in a wired world. This course 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 the Greek hero Odysseus and his adventurous travel 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. This course 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. In this required introductory course for the MLS program, students examine issues of human existence using interdisciplinary perspectives, primary readings, large-group presentations, and discussion groups. They 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. They study 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. They also take a close look at the human condition and human creations such as social institutions, art, literature, and science. This course is required of all degree-seeking MLS students.

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 categorized 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 recon-

figure 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/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/performances. This course 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. This course may be applied to fulfill the writing intensive requirement for the MLS 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. The course 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 AND 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 '60s: 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. This course 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 course ensures that beginning Master of Liberal Studies students have mastered the critical academic skills (reading, discussion, and writing the researched argumentative essay) required to succeed in graduate liberal studies. The course is writing intensive and 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. This course fulfills the writing intensive requirement.

HUMN 6374 (3). WRITING AND THE SEARCH FOR SELF. What are the defining moments of student's 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 journal keeping 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. This course 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. This course 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. To help students explore the environment–myth nexus, the class examines major authors from (or who have written about) the Great Plains through two lenses: environmental history and mythology. This course 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. Students examine the impact of digital technology on news and the free flow of information in a democratic society. The course covers the evolution of American journalism from its founding to its current-day forms. The standards and practices of journalism for traditional media (print, radio, and television) and new media (online reporting, blogging, video/audio podcasts, live streaming, and Web-feed formats such as RSS feeds) are closely reviewed. 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. This course 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. This course 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 United States and Latin America, offers students the opportunity to think about the literary traditions of the Americas from a transnational, rather than national, perspective. Each of the novels chosen for this course addresses issues or themes central to the experiences of many different nations in the Americas and highlights the movements of their protagonists between one American nation and another. This course may be applied to the following curricular field concentrations: Humanities; American studies; global studies.

HUMN 7303 (3). THE HISTORY AND CULTURE OF ROCK AND ROLL. 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 LIT. Middle Eastern Americans are creating a tributary into the mainstream of American culture. Poets, playwrights, fiction and nonfiction writers are sharing their perceptions and experiences of heritage and new beginnings, and their creative imaginations, with U.S. audiences. Middle Eastern American Literature offers students the opportunity to cross this new bridge into multi-cultured 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/service experience, or a creative project.

HUMN 7312 (3). ISLAM IN STATE AND SOCIETY. The emergence of so-called “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. This course examines the emergence of contemporary Islamic movements as they relate to the evolution of Muslim states and societies. The course first explores the historical rise of Islamic states and societies and the classical Islamic legal reasoning that justifies and shapes them. It then explores the emergence of contemporary Muslim discussions about the relationship of Islam to state and society in the modern context. It particularly explores 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. This course may be applied to the following curricular field concentrations: Humanities, global studies; gender studies; and 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 on 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. An important part of the course includes visits to Hindu and Buddhist religious communities in the Dallas area, as well as meetings and discussions with their members and leaders. This course may be applied to the following curricular field concentrations: Global studies; humanities; human rights and social justice.

HUMN 7320 (3). LESBIAN AND GAY LITERATURE. This course 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. This course 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' “Satyrical,” two seminal texts of classical literature, have greatly influenced later texts, both philosophical and literary, in many ways. This class considers the influence of “Symposium” and “Satyrical,” 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. This course may be applied to the following curricular field concentration: Humanities.

HUMN 7335 (3). THE MYTHS OF OUR TIME: INTRODUCTION TO MEDIA LITERACY. This course 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. This course may be applied to the following curricular field concentrations: Communications, 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. This course 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. The course covers the textual analysis methods of several rabbis and scholars, and explores how medieval rabbis Rashi and Rashbam might explain the same text differently. Other 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. This course 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. This course may be applied to the following curricular field concentrations: 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 world-views, 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. This course 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 to be explored include crime, drug abuse, prostitution, HIV/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. This course 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. This course 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. It 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. This course 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. This course 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. Course content 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. This course may be applied to the following curricular field concentrations: Humanities; arts and cultural traditions; communications, 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. In this course, students read key works of literature from Greek drama to Freud to modern novels that consider various aspects of the individual's susceptibility to, attraction to, and management of the irrational. Students study each work both within the context of its time and culture as well as within the context of a broader understanding of the irrational and its workings in the human mind. This course 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 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.

Science and Culture

SCCL 6100 (1), 6200 (2), 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 to be examined 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. Public policy issues related to the allocation of medical resources are also discussed. This course 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. This course 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 vs. permitting to die, 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. This course 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. This course examines the role of energy and economics in the development of a sustainable worldview. It surveys the fundamental sources of energy, the processes used to harness energy, and the prospects of an industrial economy dominated by fossil fuels. It examines how energy systems are woven into economic systems and how industrial capitalism began and evolved. The fundamental concepts behind sustainability (physical, philosophical, and political) are discussed with an eye to synthesizing information about the field of energetics and economic behavior in an environmentally challenged world. This course 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. This course examines critical problems confronting humanity in an age of rapidly advancing technology, including overpopulation, malnutrition, pollution, and major diseases. This course 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. The mechanisms of evolution and man as an evolving biological species are discussed. This course 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 develop a thesis on environmental sustainability and defend it in a research paper written over the course of the term. This course 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. Field trips include the Fort Burgwin campus and a trip to the Taos Pueblo, followed by trips to Bandelier National Monument, Ghost Ranch, the La Junta clear-cut forest, Trail 69, Itationalis canyon, and finally a longer trip to Williams Lake in Ski Valley. This course 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 three credit hours. This course 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. Taught on location at the Fort Burgwin campus in Taos. 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). This course may be applied to the following curricular field concentrations: American studies; environmental sustainability; global studies.

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. Field trips include the Fort Burgwin campus and a trip to the Taos Pueblo, followed by trips to Bandelier National Monument, Ghost Ranch, the La Junta clear-cut forest, Trail 69, Itationalis canyon, and finally a longer trip to Williams Lake in Ski Valley. This course 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 three credit hours. This course 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.

Social Science

SOSC 6100 (1), 6200 (2), 6300 (3). 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 Em-

pire boundaries and ended with the first sea expeditions commissioned by the kings of Spain and Portugal. This course 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 6301 (3). TERRORISM, TORTURE, AND INTERNATIONAL LAW. The purpose of this course is to analyze the crimes of terror and torture from the perspective of international law, government, literature, culture, and philosophy. The course 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. It analyzes tensions between universal and culturally specific definitions of rights, state sovereignty, and humanitarian intervention. Finally, it looks at regulating terrorism and torture in international law in the future. This course 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. This course 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. The course 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. This course may be applied to the following curricular field concentration: Humanities.

SOSC 6309 (3). THE STRUGGLE FOR HUMAN RIGHTS: AMERICA'S DILEMMA. The course examines certain violations of human rights within their historical context. Attention is also 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. This course 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. This course examines 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 fifth 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. This course 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. This course provides an introduction to Roman warfare and diplomacy, with special attention to Roman theories of imperialism and the just war. These scholarly problems are particularly familiar to modern Americans. Focus is on primary texts, monuments, and artifacts that illustrate Roman expansionism and military life. This course may be applied to the following curricular field concentration: Humanities.

SOSC 6319 (3). THE MEDIEVAL CITY. This course 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. The class 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.” Class 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. This course 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. This course may be applied to the following curricular field concentrations: Humanities; American studies.

SOSC 6329 (3). THE AMERICAN PRESIDENCY. The course 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. This study exposes students to a variety of perspectives and methods that can be employed to analyze the institution, and the decisions and effectiveness of specific presidential administrations. This course 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 United States, the course considers political ambition, electoral politics, the nature of political leadership, theories of decision-making, and the role of the media in politics. Additionally, the course examines 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. This course may be applied to the following curricular field concentrations: Humanities; global studies; communications, media, and technology; American studies; arts and cultural traditions.

SOSC 6331 (3). PRESIDENTIAL ELECTIONS AND AMERICAN POLITICS. This course studies presidential elections in the United States in two tracks. The first track examines the modern history of presidential elections, the methods used to study these contests, and the conclusions of the research community that analyzes these elections, and it covers the nomination phase and the general election campaign. This examination provides the intellectual background necessary to follow and to understand modern presidential election campaigns and American politics generally. The second track looks specifically at the most recent presidential campaign or election process. This course 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, this course explores 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. Discussion begins with key figures, including John Winthrop, Anne Hutchinson, and John Edwards; moves to the founding members of the republic; continues with 18th-century figures such as Tecumseh, Emerson, Thorough, and Frederick Douglass; includes feminists Elizabeth Cady Stanton, Sojourner Truth, and Susan B. Anthony; and concludes with Civil War figures Jefferson David and Abraham Lincoln. This course 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, the course explores 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: This course constitutes the second half of Ideas Shaping the American Character but is self-contained; SOSC 6332 is not a prerequisite for this course. 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 RE-CONSTRUCTION. The modern South has yet to shake the tragedy of the War Between the States. This course examines the origins of this struggle and the reasons it continues to fascinate Americans, the battles, the reasons for the North's victory, and the effect on today's South. This course 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. This course examines the special relationship between American democratic politics and the free market economy, as well as the rationale of free enterprise. Individuals interested in the political and philosophical questions raised by this country's system of democratic capitalism find the course particularly relevant. Current issues, problems, values, and criticisms of the free enterprise system are discussed. This course 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? This course examines the market in the context of efficiency, fairness, and moral justifications. 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. This course 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? This course examines the market in the context of efficiency, fairness, and moral justifications. 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. Note: SOSC 6344 is not a prerequisite for this course. 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, as well as the times in which the authors lived, the problems each faced, and about how they dealt with their difficulties. This course explores not only what made each of these people unique, but also what they held in common. This course may be applied to the following curricular field concentrations: Humanities; American studies.

SOSC 6353 (3). WOMEN IN U.S. HISTORY. Students survey the history of women in the United States from the Colonial era to the present. They explore the diverse historical experiences of Native-American women, African-American women, immigrants, workers, girls, wives,

mothers, reformers, feminists, and other women. They examine the changes and continuities over time in women's roles, status, private and public experiences, and sense of self and identity. They pay careful attention to 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. This course 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. This course 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. This course involves a week off-campus that focuses 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. The course combines readings and classroom discussion with an extended trip over spring break to historical civil rights venues. This course 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. This course 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. This course analyzes predominant themes in the literature, philosophy, art, and music of European civilization, from the Italian Renaissance through the French Enlightenment. It emphasizes those aspects of the European heritage that have been of primary importance in shaping Western culture in the 20th century. This course is part one of a two-part series, but the two courses need not be taken sequentially. This course 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. This course 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. This course 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), 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. This course 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. Students discuss special topics in the current status of human rights in the world today, from torture to terrorism and from slavery to genocide. This course 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. This course 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 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 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.

DEPARTMENT OF APPLIED PHYSIOLOGY, SPORT MANAGEMENT AND WELLNESS

www.smu.edu/apsm

Associate Professor Peter Gifford, **Department Chair**

Associate Professors: Lynn Romejko Jacobs, Peter Weyand. **Assistant Professor:** Scott L. Davis. **Clinical Assistant Professor:** Megan Murphy. **Professors of Practice:** Susan Holland, Michael Lysko, Michael Stone. **Senior Lecturers:** Marilyn “Birdie” Barr, Brian Fennig. **Lecturers:** Caitlin Anderson, Piotr Chelstowski, Jessica Gillaspay, Donna Gober, Megan Knapp, Mark Rudich, Kaitlin Starrett, Bradley Warren. **Research Professor:** Eric Bing. **Research Assistant Professor:** Jeffrey Hastings.

General 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 the personal responsibility and wellness courses that 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 school-wide 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 Master of Science in Sport Management 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 upgrade 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

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** Sports Facility Management
- SPRT 6227** Case Studies in Sports Sponsorship

SPRING MODULE A

- MNO 6215** Master Negotiation
- SPRT 6221** Sports Law
- SPRT 6225** Advanced Sport Communication
- MNGT 6103** Business Presentation Techniques
- SPRT 6226** Research Design in Sport Management

SPRING MODULE B

- STRA 6201** Strategic 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.

Policies and Procedures

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.

Contact Information

Master of Science in Sport Management

PO Box 750382

Dallas, TX 75275-0382

www.smu.edu/SportManagement

214-768-2205

Courses

Applied Physiology and Sport Management

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 6220 (2). SPORT ORGANIZATIONAL DESIGN. Covers sport organizational design alternatives and their relationships to corporate objectives.

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.

SPRT 6222 (2). CASE STUDIES IN SPORTS LAW. Addresses the often unique manner in which substantive law applies to the business of sports.

SPRT 6223 (2). SPORTS SPONSORSHIP. Students gain an understanding of sports sponsorship, sponsor prospecting, sponsor needs, and the financial implications of sponsorship decisions.

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.

SPRT 6225 (2). ADVANCED SPORT COMMUNICATION. Recognition and insightful resolution of ethical dilemmas confronting modern sport organizations.

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.

SPRT 6430 (4). MASTER OF SCIENCE IN SPORT MANAGEMENT INTERNSHIP. Provides experiential learning for students in the sports industry.

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