

ANNETTE CALDWELL SIMMONS
SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

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, wellness, liberal studies and lifelong learning. The mission of the school is to integrate theory, research and practice of education and human development; promote academic rigor and interdisciplinary study; educate students for initial certification and professional practice; and nurture collaboration across the academic community.

Undergraduate programs include a minor in education and a proposed major in Applied Physiology and Sports Management that is scheduled to begin in Fall 2009 contingent on accreditation approval. The school offers one doctoral program, eight Master's degrees, and a number of graduate certification programs. Its academic departments include Teaching and Learning, Educational Policy and Leadership, Dispute Resolution and Counseling, Applied Physiology and Wellness, and Lifelong Learning. The professional education programs fall under the auspices of the Department of Teaching and Learning and represent SMU's commitment to the professional development of educators through innovative and research-based undergraduate, graduate and continuing education programs. The undergraduate curriculum prepares students for initial teacher certification. Graduate programs focus on research, literacy and language acquisition, teaching and learning, giftedness, math, 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 EC-12 schools. The department's research efforts are driven in large part by two institutes that are charged with the empirical study of education – the Institute for Reading Research and the Gifted Students Institute. One of the most productive literacy research centers in the nation, the Institute for Reading Research performs research concerning reading and reading disabilities, language acquisition, and teaching and learning. The Gifted Students Institute was founded on the premise that “giftedness” is a resource that should be nurtured for the benefit of all.

The Department of Dispute Resolution and Counseling offers a Master of Science in Counseling, a Master of Arts in Dispute Resolution, and a graduate certificate in dispute resolution – all of which draw on social and behavioral science theories to teach the communication skills necessary for the resolution of personal and interpersonal conflicts. Additionally, the Department operates two community resource centers, a Mediation Clinic and a Center for Family Counseling.

The Department of Lifelong Learning promotes personal enrichment and achievement of potential through a broad interdisciplinary curriculum. Its credit and noncredit offerings broaden students' perspectives, insights and understandings of the world by exposing them to the ideas and events that constitute the human experience. At the heart of the Lifelong Learning programs – which include the Master of Liberal Studies, Professional Development Programs, Informal Courses and Nondegree Credit Studies – is the belief that people can continue to grow both personally and professionally throughout their lives.

The Department of Applied Physiology and Wellness offers the Choices for Living courses, two of which must be completed in order to earn a baccalaureate degree. Wellness courses reflect the University's philosophy that a well-rounded

education should enhance the physical and mental well-being of the student. Beginning in Fall 2009, the department will also offer a Bachelor's degree in Applied Physiology and Sports Management, contingent on approval from the Southern Association of Colleges and Schools (SACS), the organization charged with approving new degree programs at accredited institutions in southern states. Once the degree has been approved, detailed information will be available on the program's website: smu.edu/APSM.

DEPARTMENT OF TEACHING AND LEARNING

Associate Professor Jill H. Allor, **Department Chair**

Professor: Patricia Mathes; **Associate Professors:** Deborah Diffily, JoAnn Lan, William Pulte, J. Kyle Roberts, Ken Springer; **Assistant Professors:** Caroline Kethley, Hector Rivera, Paige Ware; **Senior Lecturers:** Lee Alvoid, Kathy Hargrove, Barbara Morganfield; **Lecturers:** Abigail Bartoshesky, Laurie Campbell, Gail Hartin, Nancy Montgomery, Janis Sayers.

Home to undergraduate, post-baccalaureate and graduate programs for both aspiring and practicing educators, the Department of Teaching and Learning offers students a comprehensive curriculum of theory, research, cross-disciplinary studies and practica. Undergraduate programs of study assist students in obtaining credentials for teaching in elementary, secondary or all-level (grades EC-12) settings. At the graduate level, a student may pursue a Ph.D., a Master of Education (M.Ed.), a Master of Education with Certification (M.Ed.), a Master in Bilingual Education (M.B.E.), or a Master of Music in Music Education (M.M.), as well as other credentials in areas such as gifted education, reading, mathematics, science, technology, bilingual education, English as a Second Language and learning therapy.

Undergraduate Teacher Certification

Gail Hartin, **Director**

The Office for Teacher Certification offers courses that lead to teaching certification at the elementary and secondary levels. Undergraduate students pursue an approved academic major in Dedman College, Meadows School of the Arts, Cox School of Business or Lyle School of Engineering while seeking Texas teacher certification through the Office for Teacher Certification in Early Childhood-Grade 6 (EC-6), Middle School (grades 4-8), or High School (grades 8-12). Music education students work toward an all-level (grades EC-12) certificate. Those who have already earned a Bachelor's degree may also obtain teacher certification credentials through the post-baccalaureate program, which essentially mirrors the undergraduate program. Post-baccalaureate students seeking certification for grades 4-8 or 8-12 must have 24 hours of coursework in the subject they plan to teach, with at least 12 of the 24 hours being upper-division courses.

Each student in a certification program has an education faculty adviser who directs his/her program of study. The education faculty is committed to mentoring and supporting student learning. Students are expected to maintain high levels of performance and to develop habits of reflection as they acquire knowledge and skills of practice.

The program of study includes 24 credit hours of coursework and six hours of student teaching/internship experience in all three certification programs: Early Childhood-Grade 6 (EC-6), Middle School (Grades 4-8) and High School (Grades 8-12). (See the list of courses below.) Students who complete the 24 credit hours of course work required for teacher certification preparation can declare a minor in elementary teaching or secondary teaching.

Requirements for Admission to Teacher Education Programs. Undergraduate students apply for formal admission to the program, submitting a transcript, essay, recommendation, character and fitness affidavit, and appropriate THEA or other test scores. Students must complete at least 45 hours of academic work with a G.P.A. of at least 2.5 in order to be considered for admission. Applicants also interview with members of the faculty. Students may register for up to seven hours of EDU coursework before formally applying for admission to the program. EDU 2350 (Educational Psychology) is a prerequisite for undergraduates enrolling in the certification program. Students complete the Personal Character and Professional Fitness Statement when they apply. Applications for admission to Teacher Education may be obtained from the departmental office in 417 Clements Hall.

Required Courses. All of the courses in the program of study are based on the Texas standards for beginning teachers. The classroom-based coursework can be completed in two regular terms, such as fall and spring. Professors model learning experiences that are considered best practice for all learners in these courses. 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.

Field Experience. The teacher education program includes extensive field experience to help students prepare for careers in teaching. A personal/criminal background check may be required prior to field experience and admission to student teaching. The student progresses from observational activities in classrooms to teaching and learning practice sessions with individual students and small groups in early field experiences. Finally, the student assumes responsibility for an entire classroom in a carefully managed student teaching experience. SMU students receive mentoring from faculty noted for their exemplary records as both master teachers and scholars. Exemplary teachers from inner city to suburban settings also act as coaches during the field experience. Part of the field experience comes in the form of either a one-term student teaching experience or a two-term internship. During the one-term experience, students work full-time for 14 weeks in an assigned classroom with a master teacher in the Dallas Independent School District. During this student-teaching term, the six-term-hour student-teaching experience is regarded as “full-time” enrollment status at SMU for insurance purposes. Students receiving financial aid should meet with financial aid counselors well in advance of the student-teaching term to determine aid status. Student teaching ensures that graduates of the SMU teacher education program are better able to enter the teaching profession ready to meet the dynamic learning needs of today’s youth.

Eligibility for Student Teaching. Before being assigned to student teaching, candidates are reviewed by the faculty to determine whether adequate progress has been made in order to assume responsibility for school-age students. Such factors as academic performance, maturity and a demonstrated sense of responsibility are among the factors considered. Students must have a 3.0 G.P.A. in all education courses before beginning student teaching.

Recommendation for Certification. Before the Office for Teacher Certification will recommend a student for certification, all requirements – 24 hours of coursework, six hours of a satisfactory student teaching or internship experience, and passing scores on two TExES (Texas Examinations of Educator Standards) – must be fulfilled. For Early Childhood-Grade 6, the two TExES tests include the Pedagogy and Professional Responsibilities (EC-6) test and the Early Childhood-Grade

6 Generalist test. Students preparing for teaching in secondary schools must pass the Pedagogy and Professional Responsibilities TExES test for Grades 4-8 or Grades 8-12 and a TExES test in their content area. Music students must pass the music content test and the EC-12 Pedagogy and Professional Responsibility Test.

TExES Preparation Seminar. The State Board of Educator Certification (SBEC) requires that persons seeking teacher certification take and pass the state-mandated TExES tests in the desired area(s) of certification. The SMU Office for Teacher Certification requires all students to take and satisfactorily complete the SMU TExES Preparation Seminar. In the rare instance where a student does not pass the TExES test, a faculty mentor may be assigned to help develop an individual plan of supplemental study to complement a retake of the TExES Preparation Seminar.

EDUCATION COURSES

Early Childhood-Grade 6 Courses

EDU 2350. Educational Psychology. Application of psychological research and theory in educational settings. Topics include the learning process, individual differences among learners, motivation, the assessment of academic abilities, and successful classroom practice. (Prerequisite for all undergraduates.)

EDU 5121. Field Experience I. Field experiences coordinated with Early Childhood-Grade 6 courses. Class meets on a school campus. (Usually taken in first term of program.)

EDU 5122. Field Experience II. Field experiences coordinated with Early Childhood-Grade 6 courses. Class meets on a school campus. (Usually taken midway through program.)

EDU 5123. Field Experience III. Field experiences coordinated with Early Childhood-Grade 6 courses. Class meets on a school campus. (Usually taken in term prior to student teaching.)

EDU 5318. Formative and Summative Assessment. Explanation and practice of formal and informal assessment strategies and how assessment outcomes should inform instruction and be shared with families.

EDU 5327. Integrating Teaching and Learning. Review of the nature and design of educational activities: theory, research and practice of lesson planning for active learning that meets the needs of individual students.

EDU 5331. Content Area Studies for Elementary School. 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 5349. Learning Environment and Professionalism. Examination of the 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. Teaching Mathematics in Elementary Schools. Evaluation of mathematics learning materials and teaching methods focusing on knowledge and skills required for EC through 6th-grade students.

EDU 5357. Emergent Literacy. Examination of principles of literacy learning in young children and predictable stages of oral language, writing and reading development.

EDU 5358. Conventional Literacy. Introduction of theories, practices and materials for teaching reading/writing in elementary schools.

EDU 5363/5364. Student Teaching. Requires a 14-week assignment in an elementary school that has a diverse student population; a weekly seminar meets on campus. (Six hours of credit.)

EDU 5385/5386. Internship I and II. Students serve as teacher of record in Early Childhood-Grade 6. (Six hours credit, two terms of supervision.)

Middle (Grades 4-8) and High School (Grades 8-12) Courses and Certification Areas

EDU 2350. Educational Psychology. Application of psychological research and theory in educational settings. Topics include the learning process, individual differences among learners, motivation, the assessment of academic abilities, and successful classroom practice. (Prerequisite for all undergraduates.)

EDU 5124. Field experience I. Beginning field experiences coordinated with MS/HS courses. Class meets on a school campus. (Usually taken in first term of program.)

EDU 5125. Field Experience II. Intermediate field experiences coordinated with MS/HS courses. Class meets on a school campus. (Usually taken midway in program.)

EDU 5126. Field Experience III. Advanced field experiences coordinated with MS/HS courses. Class meets on a school campus. (Usually taken term prior to student teaching.)

EDU 5318. Formative and Summative Assessment. Explanation and practice of formal and informal assessment strategies and how assessment outcomes should inform instruction and be shared with families.

EDU 5327. Integrating Teaching and Learning. Review of the nature and design of educational activities: theory, research and practice of lesson planning for active learning that meets the needs of individual students.

EDU 5335. Adolescent Development and Cognition. Focus on adolescent growth and development from an educational perspective. Emphasis is placed on the cognitive basis of changes in learning, motivation, academic performance, self-identity, morality and social relationships that take place during adolescence.

EDU 5348. Introduction to Diverse Learners. Study of diversity, multicultural concepts and inclusion, and exploration of issues, policies and professional practice relevant to teaching in urban schools.

EDU 5349. Learning Environment and Professionalism. Examination of the 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 5367. Creating Successful Classrooms. Examination of current research promoting student-centered teaching and constructivist practices, including a variety of effective teaching and learning practices.

EDU 5371. Content Area Methods. Identification of teaching strategies specific to content areas and levels of certification; examination of current research promoting literacy instruction, such as ways to integrate reading, writing and oral language.

EDU 5373/5374. Student Teaching. Requires a 14-week assignment in a middle/high school that has a diverse student population; a weekly seminar meets on campus. (Six hours of credit.)

EDU 5375/5376. Internship I and II. Students are required to serve as teacher of record in any of grades 4 through 12. (Six hours credit, two terms of supervision.)

Elective Education Courses

(Do not meet state requirements for teacher certification)

EDU 1110. Oracle. Oracle is a one-term, one-credit-hour course that counts as a University free elective. Designed to improve reading and learning efficiency, Oracle is directed to first-year through graduate students who want to acquire advanced reading and learning techniques. Its content is developed from the educational theories and techniques on which both learning and teaching are based.

EDU 1305. Public Speaking and Communication. This basic course acquaints students with principles of successful public speaking and provides activities that lead to the development of good speaking, listening and organizational skills.

EDU 2101. Leadership Practicum. A unique leadership experience that gives students a laboratory for assessing learned concepts and skills about leadership. Course content includes discussions on empowerment, public speaking, ethics and citizenship.

EDU 2102. Leadership Practicum. One-hour credit for a minimum of 15 clock hours practicum either on campus or in the community. *Prerequisite:* Must have completed EDU 2101.

EDU 2308. Career Development Theory and Practice. Study of the history of theories and practice in career development. Topics include leaders in vocational education, legislative initiatives, social issues and organizations involved in and impacting career development. The course also includes study and application of career development and choice and traditional and emerging career development theories, models and strategies.

EDU 2355. Literacy and Society (Elementary and Secondary Sections). A structured service learning opportunity that fosters academic growth, citizenship, leadership and civic responsibility. Readings and course activities relate to the relationship between literacy and society. Throughout the term, students tutor either local elementary or secondary school students and complete related assignments. All literacy classes require field experiences in local schools.

EDU 3301. The Art and Science of Parenting. An examination of the literature pertaining to parenting. Students consider how parental beliefs, attitudes and expectations affect the manner in which parents interact with their children.

EDU 4300. Foundations of Teaching English to Speakers of Other Languages. Development and analysis of lesson plans in all content areas using TESOL competencies, emphasizing language concepts, acquisition, teaching and assessment strategies, and the role of culture in language acquisition.

EDU 5310. Civic Leadership. Individual and community transformation, resulting from civic leadership, will be examined in the classroom and experientially through a required community-service component occurring outside the classroom.

EDU 5343 (CCPA 5301). Leadership Theories and Practices. Examination of the theories and skills necessary for the development of effective leadership. Includes opportunities for evaluating leaders and leadership behavior in a variety of contexts.

Additional Information

For further information regarding SMU's teacher preparation opportunities, contact the Office of Teacher Education, Southern Methodist University, 417 Clements, P.O. Box 750455, Dallas, TX 75275-0455; 214-768-2346; or visit www.smu.edu/teacher_education.

THE INSTITUTE FOR READING RESEARCH

Director Patricia G. Mathes, Texas Instruments Endowed Chair
of Reading Research and Professor of Education

Established in 2002, the Institute for Reading Research supports researchers within the school and from across the SMU campus who are conducting and disseminating cutting-edge research related to reading and reading disabilities, language acquisition, and learning. The institute provides resources such as budget management and accounting support, database building, data processing, data analysis services, graphic artistry and technical writing. Researchers affiliated with the institute have been very successful in obtaining external funding and provide leadership on a local and national level through the publication of research manuscripts, curricula and coursework packages and through the delivery of staff development workshops. Current institute research focuses on:

- Determining the reading potential of students with moderate or mild levels of intellectual disability.
- Scaling-up scientifically proven reading interventions for effective use in public schools, including supporting teachers as they implement new innovations. A major outcome of this research has been the creation and validation of the use of technology to provide ongoing coaching to teachers.

- Examining the efficacy of various models for teaching English language learners (ELLs) who are native Spanish speakers to read and speak in English. A thrust of this research is to examine the possibilities of developing fully bilingual, biliterate individuals, without compromising English development.
- Developing and validating continuous progress monitoring assessment tools using computer-adaptive testing technology to pinpoint each child's individual performance ability and track growth across an academic year.

The institute provides leadership training to future educators, researchers and statisticians through applied experiences in the execution of large-scale field-based research. It also is committed to the delivery of programs and activities that serve the reading enhancement needs of the community at large.

GIFTED STUDENTS INSTITUTE

Associate Dean and Senior Lecturer Kathy Hargrove, **Director**

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

The Distinguished Lecture Series comprises one-day sessions that integrate theory and practice. Lectures are delivered by guest speakers from the SMU faculty and public and private learning institutions throughout the country. The institute also developed and administers the school's Gifted Education graduate study for educators. In addition, the institute serves pre-college gifted students through the Talented and Gifted (TAG) and College Experience programs.

DEPARTMENT OF APPLIED PHYSIOLOGY AND WELLNESS

Associate Professor Peter Gifford, **Chair**

Associate Professors: Peter Gifford, Lynn Romejko Jacobs, Peter Weyand; **Lecturers:** Birdie Barr, David Bertrand, Piotr Chelstowski, Brian Fennig, Donna Gober, Anne Weil, Vicki Wood; **Specialists:** Randy Diercoff, Ted Gellert, Mandy Golman, Gloria Hook, Rhonda Trietsch, Arthur Zwolski.

The Department of Applied Physiology and Wellness offers the required Choices for Living courses that address the elements of "wellness," and it proposes to offer a Bachelor's degree in applied physiology and sports management that will begin in Fall 2009. The Choices for Living courses address the seven elements of wellness: social, physical, environmental, occupational, intellectual, emotional and spiritual wellness. The courses reflect the University's philosophy that a well-rounded education enhances a student's physical and mental well-being. The Department of Applied Physiology and Wellness aims to provide leadership and facilities for helping students become more aware of the comprehensive nature of wellness; to provide techniques to help students respond positively to any imbalances in their lifestyle; to familiarize students with campus wellness facilities, equipment and services; to promote a lifetime of physical fitness; to promote the learning of a lifetime physical activity; and to provide opportunities and promote action in a variety of wellness areas. Each student must complete a CHOICES I and CHOICES II class as part of the General Education Curriculum. The list of Wellness courses offered per term can be accessed at www.smu.edu/registrar/.

Choices I Classes

Designed to be taken during a student's first year, CHOICES I classes (WELL 1101) are part of the General Education Curriculum and, therefore, are required for graduation. Called Concepts of Wellness, the classes introduce students to a

broad range of personal experiences with the seven elements of wellness that the Choices for Living program addresses. Interaction occurs in a relaxed, small-group environment that features lectures, discussions, personal assessments and other action-oriented activities. Registrants are also expected to complete approximately four hours of out-of-class experiences under the guidance of their instructor.

WELL 1101 Choices I: Concepts of Wellness

CHOICES II Classes

Designed to be taken during a student's second year, a CHOICES II class is also a requirement for graduation. Students can choose from a variety of physical activity courses offered each semester. They then learn the skills, rules and competition in a fun and nurturing environment. Each course's objective is to encourage student participation in the activity for a lifetime. A special fee is charged to help defray the extra cost involved in some CHOICES II classes: Fencing (\$90); Golf (\$150); Scuba (\$175); Mountain Sports (Taos Campus \$475); Beginning Marathon Training (\$75); Rock Climbing (\$50); and Spinning (\$10).

WELL 2109 Bench Aerobics

WELL 2110 Jogging

WELL 2111 Weight Training

WELL 2112 Weight Training for Women

WELL 2113 Fitness Activities

WELL 2114 Walking

WELL 2115 Beginning Triathlon

WELL 2116 Beginning Marathon Training

WELL 2117 Spinning

WELL 2118 Group Fitness

WELL 2119 Pilates

WELL 2122 Rock Climbing

WELL 2129 Golf

WELL 2131 Mountain Sports

WELL 2132 Racquetball

WELL 2135 Table Tennis

WELL 2136 Tennis

WELL 2139 Fly-Fishing

WELL 2140 Badminton

WELL 2141 Swimming

WELL 2142 Ballroom and Folk Dance

WELL 2144 Scuba Diving

WELL 2145 Beginning Swimming

WELL 2146 Lifeguard Training Today

WELL 2147 Power Yoga

WELL 2148 Aikido

WELL 2149 Karate

WELL 2150 Judo

WELL 2151 Self-Defense

WELL 2153 Fencing

WELL 2161 Basketball

WELL 2170 Volunteer Activities

WELL 2190-2191 Wellness Practicum

WELL 3144 Advanced Scuba

Applied Physiology and Sports Management
smu.edu/APSM

Beginning in Fall 2009, a Bachelor of Science degree in Applied Physiology and Sports Management will be available, contingent on approval from the Southern Association of Colleges and Schools (SACS), the organization charged with approving new degree programs at accredited institutions in southern states. Once the degree has been approved, the degree requirements, admission standards, and curriculum will be published on the program's website: smu.edu/APSM.

**THE DIAGNOSTIC CENTER FOR DYSLLEXIA
AND RELATED DISORDERS**

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 services that evaluate individuals for learning disorders related to reading acquisition and comprehension. Dyslexia is involved in most disorders of this type, which can also include developmental spelling disability, developmental auditory imperception, dysgraphia and dysphasia. 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 and related disorders.

Comprehensive initial evaluation services are available to individuals who exhibit symptoms of dyslexia. Based on the evaluation results, the center helps these clients secure appropriate remediation and/or accommodations (e.g., a time-modified SAT or ACT) and provides medical and psychological referrals if warranted.

Re-evaluation services are available to individuals who have previously been diagnosed with dyslexia but who require a follow-up evaluation and diagnosis in order to continue receiving remediation and/or accommodations. Again, the center provides clients with appropriate recommendations and assistance in securing accommodations.

**THE CENTER FOR ACADEMIC PROGRESS
AND SUCCESS (CAPS)**

smu.edu/CAPS

The Center for Academic Progress and Success (CAPS) offers tutoring services for school-age children who are experiencing difficulty with reading, vocabulary development, writing, math and spelling. The center's tutoring methods and tools have been designed by researchers from the University's nationally renowned Institute for Reading Research. Tutoring sessions are individualized, providing one-on-one instruction that is explicit, intensive and specifically designed to address learning differences and disabilities in children.

MEDIATION CLINIC

smu.edu/MediationClinic

Mediation Services are available to parties involved in a dispute. Alumni and current students of the Dispute Resolution Program who have completed at least 200 training hours serve as volunteer mediators.

Parties may use SMU Mediation Services either before or after a lawsuit is filed. Parties may contact SMU directly to arrange a mediation, or if a lawsuit has been filed, a judge may order mediation and appoint SMU Mediation Services. Parties

have an equal say in the mediation process and the settlement terms. The mediator has no authority to impose a settlement, and there is no determination of guilt or innocence in this process. Both sides are able to exchange information, express expectations and propose solutions for reaching a resolution.

The mediator facilitates this process by helping the parties communicate clearly and appropriately. Most mediated settlements are completed in one meeting, saving time and expense. Legal or other representation is permitted in the mediation but is not required. An agreement reached in mediation can be binding to both parties. If no agreement is reached, the lawsuit continues or is filed. However, the mediation process is strictly confidential and settlement discussions cannot be used as evidence in any future court proceeding. Both parties pay a minimal fee.

CENTER FOR FAMILY COUNSELING

smu.edu/FamilyCounseling

The Center for Family Counseling delivers developmentally appropriate and culturally sensitive counseling services for families, couples, adults, adolescents, and children undergoing varying life circumstances, while providing SMU graduate counseling students with meaningful training experience via supervised therapeutic interactions. Counseling services are designed to assist individuals and groups seeking to enhance their overall life functioning, interpersonal relationships, self understanding, and career satisfaction for optimal well being.

THE CENTER FOR CHILD AND COMMUNITY DEVELOPMENT

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.

LIFELONG LEARNING PROGRAMS

Informal Courses. These courses of varying lengths address different cultural, scholarly, personal, and professional topics. Additional information is available at www.smu.edu/informal.

Creative Writing Workshops. Creative writing instructors, noted authors and publishers lead noncredit writing workshops. Selected participants are invited to submit manuscripts for review by New York literary agents, editors and publishing houses. Additional information is available at www.creativewriting.smu.edu.

International Languages. Noncredit language-conversation courses typically include Spanish, French, Italian, German, Arabic, Russian, Mandarin Chinese and Japanese. Additional information is available at www.smu.edu/informal.

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

Certificate Program in Financial Planning. SMU offers a certification in this fast-growing professional field. Additional information is available at www.smu.edu/cfp.

College Experience (offered through the Gifted Students Institute) allows a small and carefully-chosen group of highly motivated and academically able high school students to get a head start on college and a taste of campus life through SMU credit opportunities available during the summer; www.smu.edu/ce.

Talented and Gifted (TAG) (offered through the Gifted Students Institute) provides intellectual challenges and cultural and social learning experiences to academically accelerated students completing the seventh, eighth, or ninth grade. TAG is a summer opportunity that offers both credit and noncredit courses; www.smu.edu/tag.

Academic Enhancement offers a variety of workshops for students ages 5 through 18. Workshop topics include study skills, reading, test preparation, math, science, vocabulary and writing. Additional information is available at www.smu.edu/read.

Summer Youth Program offers one- and two-week special-interest enrichment workshops throughout the summer in the areas of technology, computers, multimedia, writing, art, math, science, literature, gaming, the Internet, study skills, leadership and social skills. Additional information is available at www.smu.edu/SummerYouth.